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ABSTRACT

The results of the research and planning activities for the first year's operation of the School Based Teacher Educator (SBTE) project are reported in this document. Two goals were established for the project. The first was to develop competency specifications and prototype training materials for the school based teacher educator. The second goal was to develop a cooperative network among Texas Teacher Centers for developing the SBTE role. Section I of this report explains the purpose of the project. Section II outlines the organization of the project as it works toward the second goal. The process for specifying competencies involved extensive analysis of the literature, interviews with persons engaged in SBTE, reactions of national experts and state educators, and considerations of clinical practice modes of operation; this process is summarized in Section III. The efforts of the Training Task Force in developing general guidelines for alternate procedures for preparing school based teacher educators are reported in Section IV. Section V explores the basic question of whether credentialing the school based teacher education would increase competency. The project evaluation is reported in Section VI. Section VII lists unpublished project documents that provide greater detail on each project activity. The Recognition System for SBTE is appended. (MM)

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SCHOOL BASED TEACHER EDUCATOR Project: Report of First Year Activities 1975-1976

A PROJECT SUPPORTED BY THE FUND FOR THE IMPROVEMENT OF POST-SECONDARY EDUCATION, H.E.W.

SP 010 601

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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SCHOOL BASED TEACHER EDUCATORS

2

SCHOOL BASED TEACHER EDUCATOR PROJECT: REPORT OF FIRST YEAR ACTIVITIES, 1975-1976

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SECTION I

PURPOSE OF PROJECT

During 1975-1976, the Fund for the Improvement of Post Secondary Education, HEW supported the first year's activities of the School Based Teacher Educator project. The results of the research and planning activities conducted during that year are reported in this document. Supporting documents that provide greater detail on each activity are annotated in the last section and may be obtained upon request so long as the supply lasts.

Project Goals

The project set out two major goals.

1. To improve teacher education in Texas by: (a) developing a set of competency specifications for the role of school-based teacher educators; and (b) developing a prototype set of training materials for this role.

2. To develop a cooperative network among the Texas Teacher Centers for developing, training and recognizing the competence of school based teacher educators.

These two goals were translated into six more specific objectives. These are listed below.

1. Specify competencies for school based teacher educators.

2. Design a system to assess the demonstration of these competencies.

3. Develop and test training systems for selected competencies.

4. Survey interest and concerns of Texas Teacher Centers regarding the school based teacher educator's competency demonstration.

5. Organize network of Teacher Centers for interaction with project activities.

6. Involve selected Teacher Centers in prototype and field tests of school based teacher educator training systems.

The School Based Teacher Educator

A school based teacher educator (SBTE) is a professional who has responsibilities for either preservice, inservice, or continuing teacher education, and whose primary base of operations is in the elementary or secondary school. With the increased participation of teachers in designing staff development programs, and the emphasis on performance in actual classrooms, this role becomes increasingly important.

Currently existing SBTE roles include Supervisor of Student Teachers, Team Leader, Instructional Design Specialist, Inservice Education Coordinator, Clinical Professor, and Intern Consultant. Each of these roles has a number of similar functions: the SBTE (a) interacts with other persons about professional performance; (b) demonstrates a knowledge of professional practices; and (c) concurrently demonstrates, as a teacher, the behaviors he/she is training others to perform. The part-time SBTE is a teacher of students and a teacher of teachers, whereas the full-time SBTE is primarily associated with training teachers.

The distinctive features of the SBTE role can be examined by comparing it with the roles, tasks and perceived functions of current supervisory personnel. Figure 1 illustrates how the tasks for supervisors (Harris, 1975) and consultants (Meyen, 1971), and the parameters within which they function are similar to, and differ from those of school based teacher educators.

Harris (1975) identified primary supervisory tasks as developing, organizing, providing, arranging, orienting, relating and evaluating. He stated that:

> Supervision of instruction is directed toward both maintaining and improving the teaching-learning processes of the school. It is what school personnel do with adults and things to maintain or change the school operation in ways that directly influence the teaching processes employed to promote pupil learning. (p. 10-11)

Factors Compared	Present Supervisory Personnel	School Based Teacher Educators
Location of Operation	Central Office The school system The classroom	Classroom
School Personnel Most Frequently Interacting With	Principals Teachers Supervisory Staff Supportive Staff	Teacher Intern Supervisory Staff Supportive Staff University Personnel Team Leader
Areas of Responsibility	Developing Curriculum Organizing for Instruction Providing Facilities Providing Materials Arranging for and Providing Inservice Orienting New Staff Relating Special Services Developing Public Relations Evaluating Instruction Performing Administrative and Other Duties (Clerical)	Adapting Curriculum to Specific Classroom Situations Demonstrating Instructional Skills Assisting Teachers in Organizing for Instruction Assisting Teachers in Effective use of Materials and Facilities Providing Continuous classroom Inservice/ Preservice Instruction

Figure 1

GENERAL ROLE OF SCHOOL BASED TEACHER EDUCATORS
COMPARED TO THAT OF PRESENT SUPERVISORY PERSONNEL

Wiles' (1975) definition of supervisory behavior was similar to that of Harris, but he noted that such a role could be filled by the behavior of a superintendent assisting a teacher. His main criteria of supervisory effectiveness was that the supervisory behavior must lead to improved learning situations for students--a criterion similar to that of school based teacher educator's behavior.

The 'clinical supervisor' has been described by Cogan (1973) as one who works within the classroom as opposed to the general supervisor who works outside of the classroom on related issues such as curriculum development. The clinical supervisor regularly visits the classroom to assist teachers in the actual teaching situation through observation, analysis, conferencing and other clinical techniques. These processes are more closely associated with the tasks of the school based teacher educator, *but* in addition to being a clinician, the school based teacher educator must also have teaching experience. One might differentiate between general supervisory functions and school based teacher educator functions by viewing the former as being macro (system wide) while the latter tend to be more micro (classroom oriented).

The facilitative role of the instructional supervisor was emphasized by Comfort and Bowen (1974) when they noted that research on instructional supervision supported roles such as conceiving, implementing, and evaluating changes in instructional practices. Hughes and Achilles (1971) stated that:

> The role of the supervisor is probably not one of creating change, but rather one of facilitating a change process through an understanding of the several relatively well defined states through which an idea moves from the research and investigation state to the institutionalization stage. (p. 841)

The school based teacher educator would be expected to provide knowledge of research findings for teachers, demonstrate application of the new knowledge in the classroom, and assist teachers in effectively adopting new processes.

Although the school based teacher educator performs some functions similar to present supervisory personnel, it may be helpful to distinguish the SBTE from the supervisory label. The supervisory term has tended to become all-encompassing, often with administrative tasks associated. Russell (1969), after reviewing the literature on instructional supervisors, concluded that:

> The instructional supervisors are what each individual system says they will be. Some perform staff and line functions, some just staff functions...As a result confused perceptions of the supervisory role often hamper his attempts to offer creative instructional leadership. p. 2)

Anderson (1972) noted that the National Science Teacher Association list of the science supervisor's responsibilities are so numerous that he wonders why anyone would choose to be one. The same problem is evident when one examines local school district job descriptions for supervisory personnel. Some are several pages in length and leave few stones unturned. Carlson (1965) reported that when working with a committee representing school personnel holding various supervisory positions, the term "supervisor" brought forth a multiplicity of functions which varied from person to person. Marchak (1970) surveyed 626 teachers, principals and supervisors as to the expectations of the role of supervisor of instruction. The three groups did not agree on the tasks.

The number of tasks associated with supervisory functions has increased because of the differing perceptions of the role held by educators. The most negative of these is the perception of the supervisor as an evaluator. Likert (1961) indicated that the subordinate's perception of his supervisor influences the subordinate's response more than the supervisory act alone. To avoid this negative perception, any evaluative procedures conducted by the school based teacher educator should focus on developing the process of teacher *self*-evaluation. If school based teacher educators are perceived other than as teachers of teachers, their effectiveness will be reduced.

Divorcing them from the evaluative stigma attached to the supervisory label should facilitate their acceptance among teachers.

Goldhammer (1969) provided further support for avoiding the supervisory label and for reducing the parameters within which the school based teacher educator functions.

> Despite some efforts by professional writers to free it (supervision) from its watchdog origins, supervision remains a bugaboo for many teachers, an experience to be avoided at all costs...Because it generally counts for so much, supervision counts for nothing (p. vii).

His statement concerning supervision seems to summarize well our discussion as to why the school based teacher educator should be considered a teacher of teachers, whose main responsibility is that of increasing the classroom effectiveness of teachers by working in classrooms *with* teachers, and *not* a supervisor overseeing teachers.

Need For Continual Teacher Education

The need to improve teacher effectiveness has increased greatly in recent years. The call for accountability permeating all our society particularly is reflected in education. Teachers are expected to employ instructional procedures that result in increased student learning, and educational institutions are expected to train teachers for such roles. Societal changes and recent instructional and organizational innovations require knowledge and skills not provided by initial training but essential for effectiveness. The increasing need to improve teacher effectiveness is commensurate with our rapidly changing times that have produced (a) a need for new emphases in education, and hence in teaching, (b) new teaching knowledge and skills, and (c) new systems for training teachers. The use of terms such as "educational reform" and "teacher renewal" in teacher education literature is indicative of the need for change.

Corrigan (1974) stated that:

> The teachers now in the schools who are 40 to 45 year old and have 20 to 25 years of teaching left are 'career teachers.' Unless we reeducate them right along with the new teachers, the schools will not improve significantly (p. 105).

The impact of our increasingly dynamic society forces us to realize that no teacher can long maintain an effective teaching career with only the initial level of professional training in the knowledge and skills of teaching. Mead (White, 1973) wrote, "No man will ever again die in the same world in which he was born."

While teaching practices are changing, they have not kept pace with other societal changes. Students are the products of a changed and changing society, but that society provides an educational environment basically the same as the one provided twenty to thirty years ago.

When societal change was slow, reactive stances by schools may have been adequate, or at least not obviously inadequate. As the tempo of change has increased, the discrepancy between societal expectation and the achievements by schools has become greater. This expanding gap partially is our own doing. Educators have tended to take on more than they can deliver, failing to practice "selective forgetting," a survival tactic in a changing society.

Society has assigned certain expectations to the educational system that have broadened and changed over the past few years as society itself has changed. For example, in 1900 people were not concerned with school dropouts when less than 10 percent graduated from high school. Today, with greater than 90 percent completing high school and secondary education assumed as a right of each individual, dropouts are considered a major problem.

Some outward physical changes reflected in school buildings and commercial curricula, combined with cultural and technological ones, have altered greatly the role expectations of teachers.

As the nation moved closer to universal secondary education, student ability, expectations, and motivations reflected a wider span. The social awareness of the sixties further modified student expectations in their goals, and schools reflected the new sensitivity.

Preservice programs have tended to become more field oriented as they reflect changes in teacher preparation programs; inservice has been slight or non-existent as schools have expended tight budgets in places more evident to the public. The preparation of teachers who understand change and adequately deal with changed student awareness, societal expectations and increased accountability, has not been effective. We have not prepared ourselves to understand and to deal effectively with the changes swirling around us.

The range of teacher professional values is great. Some teachers are dedicated to improved education of children and youth; others are apathetic. Some cling to the same content and deductive procedures used for years; others try every innovation. Some are frustrated by the insurmountable student problems they see as causes of undesirable classroom happenings, rather than as results of an inadequate school situation. All these teacher attitudes indicate that the education of teachers is never complete. Jackson (1971, p. 28) stated that teaching experience alone is not adequate and "experience, though it may be the best teacher, is often insufficient to stimulate continued growth."

Cogan (1975) noted that the established professions require the practitioner to continue his education throughout his entire professional career to gain new knowledge and competencies so that he will not lapse into professional obsolescence. Considering the conservative nature of the educational institution and the inadequacy of preservice education, Cogan concludes that teachers, unless given continuous on-site training, will fall into the obsolescence trap rather early in their careers. Furthermore, when one considers the sporadic nature of efforts at educational renewal and the increasing

knowledge of what constitutes teacher effectiveness, it would be unrealistic to assume that the obsolescence trap is empty at this time.

When teachers become obsolete in their classroom procedures, teacher renewal becomes a two-step process involving teachers gaining the theoretical background of new procedures and the actual implementation of such procedures. When a teacher is involved in both processes, they better understand the reason for change. The reeducation or "renewal" of teachers calls for changes in teachers' classroom behaviors. The process increases in difficulty with time and frequently becomes an insurmountable task for the individual teacher. Pressures to change cause many teachers to seek positions they feel do not require changed procedures; a few view the situation as impossible and leave the profession or take early retirement; some remain in their teaching positions and shroud themselves with an ultraconservative, almost anti-educational attitude. Much of the unpleasantness associated with pressure to change teaching behavior could be prevented if practicing teachers were provided with continuous teacher education.

The need for continuous teacher education becomes more evident as recent research provides evidence on effective teaching procedures. Prior to the 1960's researchers rarely went into the classroom for their data. Gage (1963) noted: "Such approaches treated the classroom as a *black box* into which were fed teachers, pupils, hardware and software, and out of which came various results--and more or less pupil learning." The variables considered in such research efforts (Figure 2) were presage variables (characteristics of the teacher); context variables (pupil characteristics, materials and environmental factors); and product variables (learning outcomes). These research efforts, which did not focus on the classroom behaviors of the teacher or the students, did not produce findings that would improve teaching or learning processes. The research tradition was looking for characteristics that would identify "good" teachers.

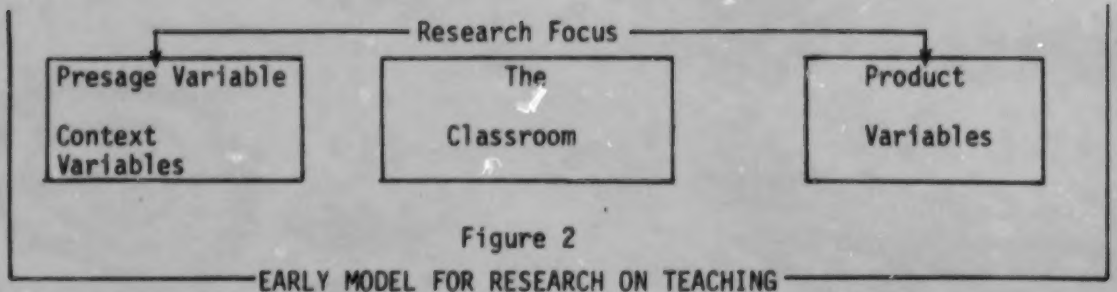

Figure 2

EARLY MODEL FOR RESEARCH ON TEACHING

A new paradigm for research on teaching effectiveness (Figure 3) that has appeared in the past twenty years focuses on the classroom, and attempts to determine which interactive teacher/student classroom behaviors are most productive in terms of student learnings. Findings from this type of research are increasing our knowledge of effective teaching processes. Dunkin and Biddle (1974) stated:

> At long last we are beginning to know what is actually going on in the classroom, as well as what produces and results from classroom events. Surely the appearance of this research effort is one of the most significant developments in education during the twentieth century (p. 418).

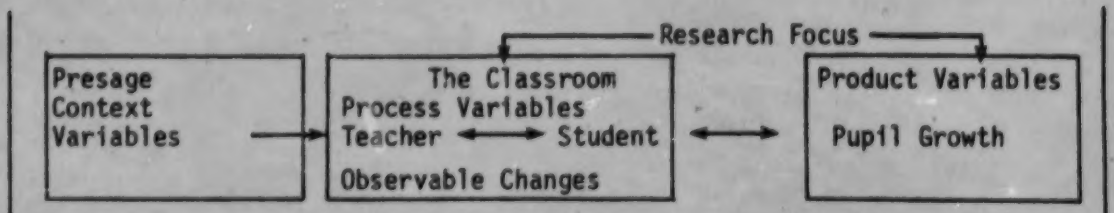

Figure 3

CURRENT MODEL FOR RESEARCH ON TEACHING

How can classroom teachers keep informed of such significant developments in education? Corrigan (1974) saw the need for trained professionals who work not only with children and youth, but with teachers as well. He alluded to a new kind of specialist who works within a teaching team as a demonstration teacher, interpreting what research means for learning and instruction.

The need for continual teacher education is particularly important for those teachers who are supervising teachers. That the supervising teacher is the single most important factor in determining the teaching behavior of the preservice teacher is well established (Tittle, 1974). The trend of teacher preparation institutions to increase the clinical aspects of their programs also increases the importance of the role of the supervising teacher. Add to these factors the increased need for more specific knowledge of teaching and learning processes demanded by competency based programs, and it is imperative that supervising teachers be both current and highly knowledgeable in effective teaching practices.

Continual professional education for teachers will increase as societal change and research on teacher effectiveness produce new and more effective teaching and learning environments. Likewise, on-site or school based teacher education will increase and the agent for this process will be "the specialist" or the trained professional," as described in current educational literature, and whom we have identified as the "school based teacher educator."

SECTION II
PROJECT ORGANIZATION AND MANAGEMENT

Two goals were established for the project. The first was to develop competency specifications and prototype training materials for the school based teacher educator. The second goal was to develop a cooperative network among Texas Teacher Centers for developing the SBTE role. This section of the report outlines the organization of the project as it works toward the second goal.

Teacher Center Network

In 1973, the Texas State Board of Education instituted a mandatory teacher center organization for teacher education. Every preparation program in the state was required to seek advice on teacher education from its related teacher center. The center, in turn, was to be composed of representatives of (a) participating schools, (b) professional organizations, and (c) colleges or universities. Such an organization promoted interaction among the various educational partners.

While mandated, the system of teacher centering in Texas is still in the formative stages. Cooperative efforts are more nominal than actual. Leadership often emanates from the college, but sometimes a school district (such as Dallas) organizes a center and sometimes a regional educational service center (such as in the San Antonio area) organizes a center.

No funds to support the centers were provided in the new Standards. Specific ways for centers to organize and to interact were not delineated. The mission of the centers (other than advisory on new certification programs) was not considered. As a consequence, most centers are struggling to assess their needs and formulate goals and operating procedures.

Individual centers typically do not have the resources nor the expertise to specify competencies, test them, and design systematic and flexible education programs for school based teacher educators. When training programs have been designed, they usually have been in the form of one-day workshops, procedures manuals, lectures--activities not tied to competency specifications and not part of an integrated training system.

Informal contacts have been maintained among Teacher Center leaders during the past few years through personal interactions, conferences sponsored by Texas Education Agency and professional organizations, and exchange of ideas and materials. The climate for cooperative effort was such that a voluntary informal network of Centers could be organized with promise for affirmative actions.

In September, 1975, an invitation was extended to each Teacher Center in the state to send representatives to an organizational meeting. Each year, the Texas Education Agency sponsors a teacher education conference, and the SBTE organizational meeting was scheduled to immediately preceed it.

More than 60 persons attended the first meeting of the SBTE project on October 26, 1975 in Ft. Worth. The purpose of the conference was to disseminate information about project goals and objectives, proposed activities, and expected outcomes.

While initial interest by Centers could be expressed, each was expected to obtain formal approval from its governing board. The benefits and obligations from participation in the SBTE project were outlined on the handout found on the following page, and marked Figure 4.

Thirty-nine Teacher Centers subsequently joined the Network. They are listed on page 16 and marked on the map, Figure 5.

WHAT ARE THE BENEFITS AND OBLIGATIONS FROM THE SBTE PROJECT?

AS A MEMBER TEACHER CENTER, YOU WOULD RECEIVE:

- Monograph on Clinical Practice
- List of School Based Teacher Educator Competencies
- Instructional Design for training School Based Teacher Educators
- Sample Modules relevant to training School Based Teacher Educators
- Invitation to participate in statewide SBTE conferences, spring, 1976; spring, 1977
- Opportunity to participate in state network recognition system
- Opportunity to increase teacher center effectiveness
- Opportunity to interact with other members of a Teacher Center network on common problems

AS A MEMBER TEACHER CENTER, YOU WOULD BE EXPECTED TO:

- Participate in Task Force work either as a member or reactor
- Place this project on your Teacher Center agenda, discuss the project and its outcomes, and secure formal support for the project and willingness to participate in the processes
- Communicate project goals, activities, and outcomes to people in your Teacher Center schools, professional associations and college and University
- Respond to surveys related to competencies, training system components and delivery system, and recognition system
- Provide partial travel expenses to SBTE conferences
- Help make this a relevant, useful, and used project

Figure 4

BENEFITS AND OBLIGATIONS OF SBTE NETWORK MEMBERSHIP

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SBTE INVOLVEMENT

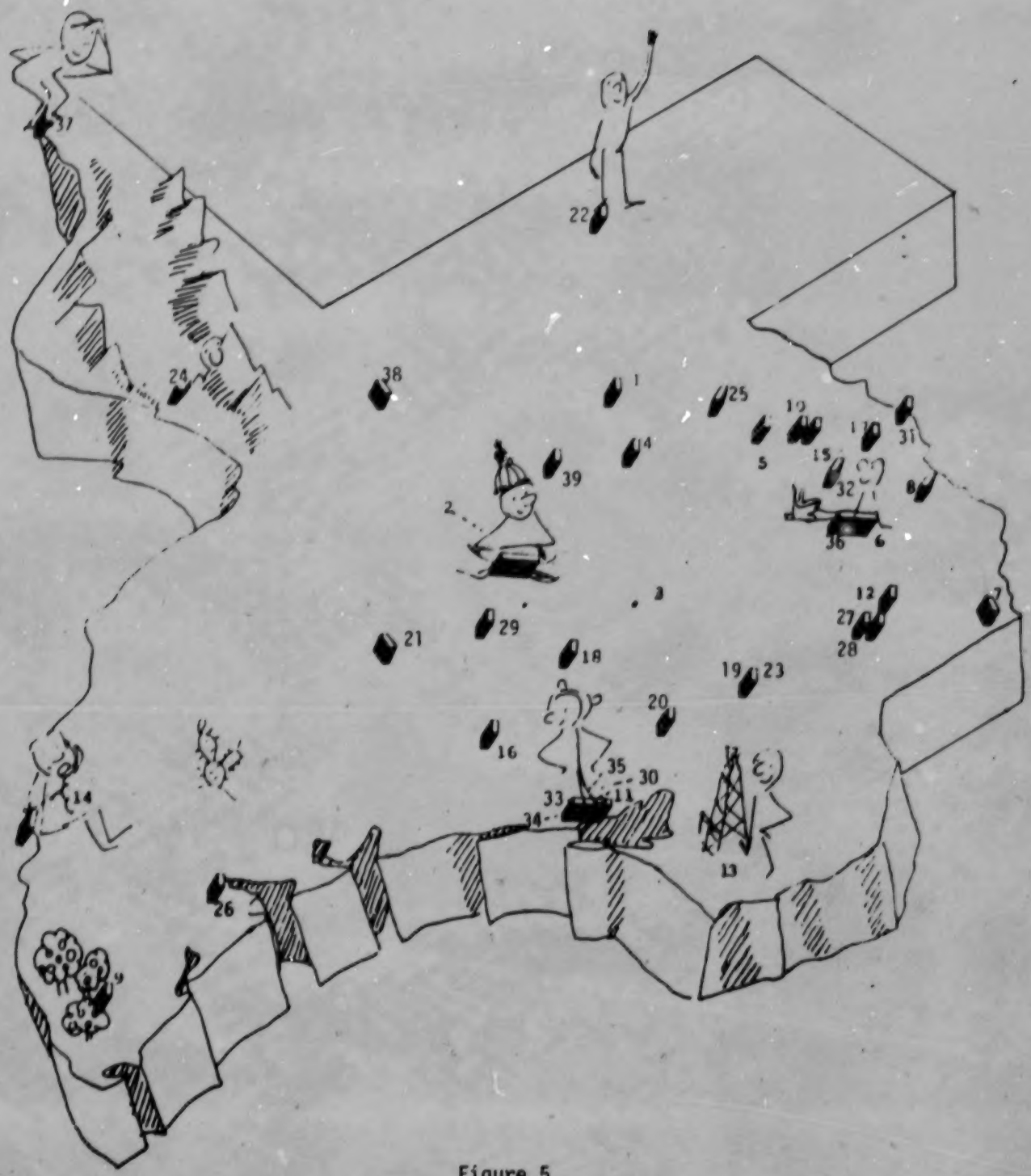

Figure 5

LOCATION OF SBTE TEACHER CENTERS

SBTE TEACHER CENTER NETWORK MEMBERSHIP

1 Abilene Teacher Center
2 Austin Cooperative Teacher Education Center
3 Brazos Valley Teacher Center, College Station
4 Cen-Tex, Baylor University and Paul Quinn College
5 Cleburne Area Cooperative Teacher Center, Keene
6 Dallas Teacher Center
7 East Texas State-Texarkana
8 East Texas State University
9 Edinburg Teacher Center
10 Fort Worth Teacher Center
11 Houston Baptist
12 Jarvis Christian College, Hawkins
13 Lamar University
14 Laredo Teacher Center
15 Mid-Cities Teacher Education Center-Arlington
16 Mid-Coast Teacher Education Advisory Center, Victoria
17 North Texas State University
18 Prairie View A&M
19 Region VII, Nacogdoches
20 Sam Houston State
21 San Antonio Teacher Center, Region XX
22 South Plains Teacher Education Center, Lubbock
23 Stephen F. Austin Field-Based Center, Nacogdoches
24 Sul Ross, Alpine
25 Tarleton State, Stephenville
26 Texas A&I, Kingsville
27 Texas College, Tyler
28 Texas Eastern, Tyler
29 Texas Lutheran, Seguin
30 Texas Southern
31 Texoma Cooperative, Sherman
32 University of Dallas, Irving
33 University of Houston
34 University of Houston at Clear Lake
35 University of St. Thomas
36 University of Texas at Dallas
37 University of Texas at El Paso
38 University of Texas of the Permian Basin, Odessa
39 Williamson County Cooperative, Georgetown

Houston Teacher Center

The SBTE project is administered through the Houston Teacher Center. The Center's executive board, called the Operations Committee, is composed of 18 professionals representing the University of Houston, area schools, and professional organizations. Members of the Operations Committee are identified in the following list.

ROBERT BARTAY, Chairperson
Assistant Superintendent
Galena Park Independent
School District

DORA SCOTT, Vice Chairperson
Houston Teachers Association;
President-Elect, District IV,
Texas State Teachers Association

LEO ADAMS
North Forest Teachers Association

JANET BARNETT
Pasadena Teachers Association

JOSEPH S. BENEKE
Superintendent, Spring Independent
School District

KENNETH D. BLACK
Deputy Superintendent, Aldine
Independent School District

LYDA BOUCHER
Lamar Consolidated
School District

FRANK FALCK
Professor, Speech Pathology,
University of Houston

H. JEROME FREIBERG
Associate Professor, Curriculum
and Instruction, University
of Houston

GONZALO GARZA
Deputy Superintendent,
Houston Independent
School District

BRUIN GLOVER
Goose Creek
Education Association

W. ROBERT HOUSTON
Associate Dean, College of
Education, University of Houston

ROBERT HOWSAM
Dean, College of Education,
University of Houston

DIANNE O'DELL
Santa Fe Teachers
Association

JOHN SMALL
President, Student Education
Association, University of
Houston

DONALD THORNTON
Assistant Superintendent,
Cypress-Fairbanks Independent
School District

LILLIAN VANSICKLE
Angleton Teachers
Association

ALLEN WARNER
Director, Field Experiences,
University of Houston

State Advisory Board

The SBTE project State Advisory Board includes fourteen distinguished Texas educators representing a broad range of teacher education constituencies in the state.

The board recommends project activities, reviews progress and documents, and represents the project in a number of settings.

ROBERT ANDERSON
Dean, College of Education
Texas Tech University

VIVIAN BOWSER
Teacher, Houston Independent School District

ANNA DEWALD
Chairperson, School of Education
University of St. Thomas
Chairperson, Texas Association of College for Teacher Education;
Chairperson, Texas Council of Deans

DWAIN M. ESTES
Executive Director, Education Service Center, Region 20;
Steering Committee, Texas Center for the Improvement of Educational Systems.

CHANTREY FRITTS
Professor and Head, Department of Education, Abilene Christian College

ABEL GONZALEZ
Assistant Professor and Director of Financial Aid, Pan American University

EUGENE JEKEL
Associate Professor, A&I University; President, Texas Association of Teacher Educators

GLENN W. KIDD
Assistant Director for College Relations, Professional Relation Division, Texas State Teachers Association

DWANE KINGERY
Matthews Professor of Higher Education, North Texas State University

JOE KLINGSTEDT
Assistant Dean, College of Education, The University of Texas at El Paso

JOE LIGGINS
Assistant Superintendent for Staff Development, Houston Independent School District

JOE M. PITTS
Assistant Superintendent for Personnel Development, Dallas Independent School District;
Director, Dallas Teacher Center

THOMAS E. RYAN
Chief Consultant, Texas Education Agency

TOM T. WALKER
Director of Teacher Education, Texas Education Agency

Task Forces

Three task forces were organized in the project: Competency Identification Task Force, Training Specifications Task Force, and Recognition System Task Force. The description and membership of each task force is described in the following paragraphs. Greater detail on their activities are found in Sections III, IV, and V of this report.

Competency Identification Task Force

The work of this task force was described in a mid-year document as follows:

> This task force *is considering the competencies that are related to School Based Teacher Educators who are concerned with pre-service preparation of teachers and those concerned with in-service education. Interviews with SBTE have been conducted, a survey of research completed, a first draft of competencies written and reacted to by a National Panel of Teacher Educators, and a state survey conducted of perceptions of Texas Educators to a second draft of competencies. Finally, a list of competencies have been submitted to Teacher Centers for their reactions, revisions, and acceptance.*

Members of the task force are:

JOE M. PITTS, Chairperson
Assistant Superintendent for
Personnel Development, Dallas
Independent School District

SYLVIA M. ALLEN
Teacher, Kingsville
Independent School District

JAMES M. COOPER
Professor of Education,
University of Houston

JORGE DESCAMPS
Professor of Education,
University of Texas at El Paso

JOE LIGGINS
Assistant Superintendent
for Staff Development,
Houston Independent School
District

PAT MICHALKA
Teacher, Odessa
Independent School District

BILL ORMAN
Director, Performance-Based
Teacher Center, Prairie View
A & M University

JON W. WILES
Chairman, Education Department,
University of Texas at
Arlington

BOB WINDHAM
Center for Education Field
Experiences, East Texas
State University

Training Specifications Task Force

Of necessity, the Training Specifications Task Force was directed by the competencies listed and actions taken by the other two task forces. Their efforts were described in mid-year as follows.

> This task force is charged with *devising alternative procedures whereby prospective SBTE may be trained for their jobs. The training process, institutions to be involved, the specifications for the preparation system, and prototype instructional units will be explored and developed. These are to be made available to Teacher Centers in the network.*

Members of the task force are:

ROBERT ANDERSON, Chairperson
Dean, College of Education,
Texas Tech University

GARY ANDERSON
Assistant Dean for External Programs, College of Education, North Texas State University

JAMES R. FLOWERS
Director of Personnel,
Alief Independent
School District

PAUL KIRBY
Coordinator of Staff Development and Student Teaching, Austin Independent School District

KIRK NESBITT
Curriculum Director,
Victoria Public Schools

LUCILLE L. SANTOS
Chairperson, Department of Education, Incarnate Word College

LOUIS TASSIONE
Assistant Director of Elementary Education, Fort Worth Public Schools; Member, Teacher Education and Professional Standards Committee, Texas State Teachers Association

ALLEN R. WARNER
Director of Field Experiences, College of Education, University of Houston

Recognition System Task Force

The third task force considered procedures for credentialing SBTE. Their charge is described below.

> This task force is charged with *exploring a system for recognizing and/or credentialing SBTE. The task force is identifying issues, soliciting position papers, promoting discussion, conducting meetings, and finally will propose a system to the Network of Teacher Centers.*

Members of the task force are:

ANNA DEWALD, Chairperson
Chairperson, School of Education
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SECTION III
SBTE COMPETENCY IDENTIFICATION

The process for specifying competencies involved extensive analysis of the literature, interviews with persons engaged in the role, reactions of national experts and state educators, and consideration of clinical practice modes of operation. The process is summarized in this section while several documents delineate it in greater detail elsewhere.

Review of Literature

A comprehensive review of the literature related to inservice and preservice school based teacher education provided the basic information on the functions and tasks of the school based teacher educators' role. The review considered four variations of the role--full-time and part-time, inservice and preservice. Particular attention was given to searching out similarities and differences of the four variations of the role in terms of functions, tasks, and the competencies required for each.

Needs assessment studies indicated the desire by SBTE for knowledge concerning observation techniques, formal evaluation procedures, teaching processes, conferencing techniques, and professional relations. Credibility of the SBTE, a necessary condition for effectiveness, can be achieved through briefing sessions prior to training and follow-up activities after training; frequent classroom visitations; and a positive attitude by teachers of the SBTE. Those SBTE who were experienced, practicing teachers appeared to be most credible with teachers. Almost all competencies specified in the initial competency list were supported by information gathered from the review of literature as reported in:

Johnston, J. et. al. School Based Teacher Educators: Rationale, Role Description and Research, SBTE Publication No. 2, University of Houston, Houston, Texas, 1976.

Interviews with School District Supervisory Personnel

Interviews conducted with nineteen supervisory personnel representing five school districts provided the professional's perception of school based teacher education. The data from the interviews indicated the state of the scene concerning school based teacher education; reassured the project staff of the need for school based teacher educators; provided information on the parameters of school based teacher educators; and illuminated the functions, tasks, and problems that would be associated with the school based teacher educator role. This study was reported in:

Stell, E.A., et.al. A Task Analysis of Staff Development Personnel in Selected Public School Districts, SBTE Publication No. 6, SBTE Project, University of Houston, Houston, Texas, 1976.

Development of a Matrix for Competency Specification

A matrix that linked areas of responsibility with functions was derived from information gained through the interviews and the review of literature. The matrix indicated areas in which competencies should be specified and it also provided a framework or guide for ordering the competencies.

Initial Competency List

The specifications of the initial competency list drew on the resources of the literature review and the information gained through the interviews. The matrix acted as a framework for and a check of the areas for which competencies were specified. Following the reaction of individual project members to the competencies the initial competency list was prepared. Competencies were ordered according to the areas identified by the matrix.

The initial competency list related consequences and outcomes of the school based teacher educators rather than relating the actual knowledge and skills they require. These will be indicated in the sub-competencies and objectives.

The initial competency list (and the revised competency list) contained a built-in and explicit assumption: that in instances

where the school based teacher educators were asked to assist teachers in particular skills, they themselves, could demonstrate the skill in question.

National Panel's Reaction to Initial Competency List

A national panel of educators was asked to respond to (a) the clarity of each competency statement; and (b) the appropriateness of the statement for school based teacher educators. They were asked to give additional comments on each statement and were provided an opportunity to add additional competencies.

Twenty-seven of the fifty-two panel members responded to the instrument as instructed. Three presented their collective comments in written form. These valuable comments concerned the lack of process competencies for the school based teacher educator; the need for special training for the school based teacher educator; and the objection to the words "train" and "transmit." One respondent agreed with the majority of the competencies but indicated they were too "simplistic" by commenting that they would be appropriate if "stated at a higher level."

Respondents were provided an opportunity to express general comments. Three respondents felt that the competency statements were too broad and as such were more like goals than competencies. One respondent suggested narrowing the conception and striving for depth and excellence. This statement is related to other statements which indicated that too much was being expected of the school based teacher educators and that some competencies must be given priority over others. A second area of expressed concern was over the organization of the competencies and it was suggested that they be clustered. Several respondents indicated overlap among the competencies. Competency statements indicated by the respondents as lacking clarity usually contained terms that were too broad in scope.

Additional competencies given by respondents indicated areas that were either omitted or areas in which the respondent wanted more emphasis. These areas included: identification of learning difficulties; diagnosing learning difficulties; assisting teachers to develop equitable teaching regardless of race, creed, sex, or socio-economic status; and the area of human relations (affective area).

Detailed Analysis of Panel's Reactions

A detailed analysis of the panel's reactions to each of the initial competencies was made by the project staff. Several competencies were dropped as a result of the analysis and many were rewritten. The revised competencies were ordered sequentially beginning with pre-teaching activities (planning and developing), actual teaching activities of instruction and evaluation, and finally those competencies related to post teaching activities such as evaluation and professional activities. The sequence of clinical supervision activities also provided a guide for ordering the competencies.

Reaction of Competency Task Force to Revised Competency List

The Competency Task Force, after being informed of the reactions of the National Panel to the initial competency list, discussed the revised list of competencies and several changes were made. Particular attention was given to those areas in which the National Panel had suggested additional competencies. The competencies dropped after the National Panel's reactions were also reconsidered.

The State Survey

The revised competency list included twenty-three statements. In a state-wide survey 300 teachers and teacher educators in Texas were asked to rate each competency on a scale of 1 (not important) to 7 (crucial), both for preservice and inservice SBTE. They were also asked to indicate which 5 competencies were most important. Table 1 summarized the results of the state survey.

Table I

RESULTS OF STATE COMPETENCY SURVEY

Competency	Number Responding		Rating (1-7 Scale)				Identified as One of Five Most Important			
			Mean		Rank		No. Times Nominated		Five Most Important	
	Pre-Ser.	In-Ser.	Pre-Ser.	In-Ser.	Pre-Ser.	In-Ser.	Pre-Ser.	In-Ser.	Pre-Ser.	In-Ser.
1. Develop honest and trusting relationships with teachers.	145	146	5.24	5.60	8	1	47	57	5	1
2. Assist teachers to develop effective communication, involvement and interpersonal skills with students, colleagues, and school constituencies.	146	144	5.41	5.53	4	6	53	53	7	3
3. Assist teachers to gather and utilize different data about school, classroom and community environments.	142	143	4.25	4.45	20	22	6	4	-	-
4. Assist teachers to understand and work effectively with different social/ethnic/cultural groups.	146	143	5.18	4.99	10	16	44	33	-	-
5. Assist teachers to translate knowledge of current educational research and development into instructional practices.	147	140	4.61	5.30	18	7	23	30	-	-
6. Assist teachers to develop a personal teaching style consistent with both their own and their school's philosophy.	145	144	5.28	5.26	6	9	50	41	3	5
7. Assist teachers to strengthen their understanding of basic concepts and theories of the subjects they teach.	146	146	5.28	5.13	5	13	48	40	4	[6]
8. Assist teachers to use techniques and instruments designed to diagnose students' academic and social development needs.	147	145	4.98	5.19	13	10	35	38	-	-
9. Assist teachers to design, structure, and maintain physical environments and facilitate learning.	145	145	4.74	4.95	15	17	11	19	-	-
10. Assist teachers to develop instructional goals and objectives.	146	145	5.45	5.30	3	8	40	33	-	-
11. Assist teachers to develop and/or adapt instructional programs and materials.	147	145	5.01	5.36	12	5	32	38	-	-
12. Assist teachers to select and utilize various strategies and models of teaching, e.g., concept development, inductive procedures, non-directive.	147	146	5.27	5.18	7	11	42	27	-	-
13. Assist teachers to design and implement personalized instructional plans.	145	145	5.20	5.03	9	14	35	20	-	-
14. Assist teachers to develop effective leadership skills.	147	146	4.69	4.66	16	21	11	15	-	-
15. Assist teachers to use effective techniques of classroom management.	145	144	5.68	5.57	1	2	71	54	1	2
16. Assist teachers to assess, develop, and/or procure support services necessary to improve instructional performance. (By support services we mean such things as: parent volunteers, A.V. Services, and diagnostician services.)	145	147	4.23	4.82	22	18	7	21	-	-
17. Assist teachers to evaluate instructional effectiveness by collecting objective data on teacher and student behavior.	147	145	4.47	4.70	19	20	14	21	-	-
18. Assist teachers to analyze and interpret objective data on teacher and student behavior.	147	145	4.60	4.79	17	19	7	7	-	-
19. Assist teachers to develop, implement and assess individual professional growth plans.	146	145	4.33	5.00	21	15	10	33	-	-
20. Plan and conduct individual conferences with teachers.	145	145	4.78	5.14	14	12	21	33	-	-
21. Assist and encourage teachers who have personal problems that affect their teaching effectiveness to seek help.	145	147	5.05	5.46	11	4	28	42	[13]	4
22. Demonstrate effective planning, organizational, and management skills.	145	146	5.46	5.51	2	3	41	37	-	-
23. Conduct and/or facilitate research studies on teaching and learning.	146	147	3.62	4.33	23	23	5	10	-	-

Teacher Center Conference

The list of 23 competencies was used as a working paper at the Teacher Center Conference in Corpus Christi, March 31-April 1, 1976. The 85 participants, representing the Teacher Centers in the Network, were divided into small groups to discuss each competency for pre-service and inservice, to come to a consensus regarding acceptance or revision. The reports from each of the small groups was compiled and summarized by the SBTE staff. Final revision of the list of competencies was made by the project staff and the list of 20 statements was sent to the Teacher Centers for consideration and endorsement for use with School Based Teacher Educators in their local areas.

This list of competency statements follows.

Final SBTE Competency List

(May, 1976)

The School Based Teacher Educator will be able to:

1. Assist teachers to develop interpersonal skills and effective communication with students, colleagues, and school constituencies.

2. Assist teachers to gather and utilize relevant data about school, classroom and community environments.

3. Assist teachers to understand and work effectively with different socio-economic/ethnic/cultural groups.

4. Assist teachers to translate knowledge of current educational research and development into instructional practices.

5. Assist teachers to develop a personal teaching style consistent with their own philosophy.

6. Assist teachers to improve their understanding of basic concepts and theories of the subjects they teach.

7. Assist teachers to understand and use techniques and instruments designed to diagnose students' academic and social development needs.

8. Assist teachers to design, develop, and maintain environments that facilitate learning.

9. Assist teachers to develop instructional goals and objectives.

10. Assist teachers to develop and/or adapt instructional programs and materials.

11. Assist teachers to select and utilize various strategies and models of teaching, e.g., concept development, inductive procedures, non-directive teaching.

12. Assist teachers to design and implement personalized learning plans.

13. Assist teachers to develop effective leadership skills.

14. Assist teachers to understand and use effective techniques of classroom management.

15. Assist teachers to evaluate instructional effectiveness by collecting, analyzing, and interpreting data on teacher and student behavior.

16. Assist teachers to develop, implement, and assess continuing individual professional growth plans.

17. Plan and conduct individual conferences with teachers.

18. Recognize the existence of personal problems that affect a teacher's instructional effectiveness, and initiate appropriate referral process.

19. Demonstrate effective planning, organizational, and management skills.

20. Facilitate research studies on teaching and learning.

The procedures and analyses for the competency identification process are treated in greater detail in the following monograph.

Cooper, James M., et. al., Specifying Competencies for School Based Teacher Educators through Task, Conceptual, and Perceptual Analyses, SBTE Publication No. 7, University of Houston, Houston, Texas, 1976.

Sub-Competencies and Objectives

At the time of this writing more specific sub-competencies and objectives are being developed for each competency statement by project staff and consultants. These sub-competencies and objectives will be the basis for developing SBTE training systems.

SECTION IV
TRAINING SYSTEM

Background

At the inception of the Project a Training Specifications Task Force was established and given the charge of devising alternative procedures whereby prospective school based teacher educators might be prepared. The Task Force chose to define *training* as *the selection and/or invention of means of bringing about desired outcomes.* The Task Force on Competency Identification had the responsibility of defining those outcomes, so of necessity much of the work of the Training Task Force is just beginning at this writing.

The Training Task Force has developed the following general guidelines which were reacted to very positively by participants in the March 31-April 1 Statewide SBTE Conference in Corpus Christi.

The Nature of the Learner

The learner in the school based teacher educator training may be a cooperating teacher, a university supervisor, an instructional team leader, or a person filling any number of roles involving instructional supervision. The Training Specifications Task Force sees a variety of implications for training evolving from the varied experiences, assignments, educational levels, interests and levels of commitment of those who will be participants in training. Among those implications are:

> ...individuals should have the option of participating in training for college credit, inservice credit or non-credit. This has further implications for financing training.
>
> ...individuals should have the option of "testing out" of training units by demonstrating the ability to meet the objectives of that unit. Strong emphasis must be placed on objectives and the individual's ability to demonstrate those objectives, with the primary purpose of instruction being to facilitate the progress of the individual toward demonstration of competence. This implies that print materials should be *modular* in format--including the basic elements of pre-assessment, instruction and post-assessment.

...individuals will bring with them a variety of learning styles, indicating that a variety of instructional means (print materials, audio-visual resources, human resources) must be available for training purposes.

...individuals with varying levels of interest and commitment to training will probably respond best to materials that are written in a clear style (with a minimum of pedagogese) and are attractively packaged.

The Nature of the Product of Training

Teaching is a very complicated enterprise. The school based teacher educator is a teacher of teachers--or, if the reader prefers, a facilitator of teacher learning. The Training Task Force sees certain implications of this overall goal for the training process.

1. Given the goal of a teacher of teachers, the notion of *clinical experience* as a learning mode seems very important. Clinical experience means *direct* experience in a given role--such as supervising a student teacher. While some knowledges and skills can be learned through reading, listening, watching, or participating in simulations, others may only really be acquired through direct experience in instructional supervision. And the *ultimate demonstration* of skill, it seems to the Task Force, must be in real settings of instructional supervision.

2. A teacher of teachers may require some very valuable and desirable characteristics that may, in fact, not be trainable (given the present state of technology) or not be feasible. One example might be positive attitudes toward other teachers, pupils, and a dedication to the improvement of instruction. Is it feasible or desirable to expend efforts in this sort of training? Or should certain attitudinal characteristics be part of a *selection* process for individuals to participate in further training?

The following figure illustrates graphically a conceptual design for the training process.

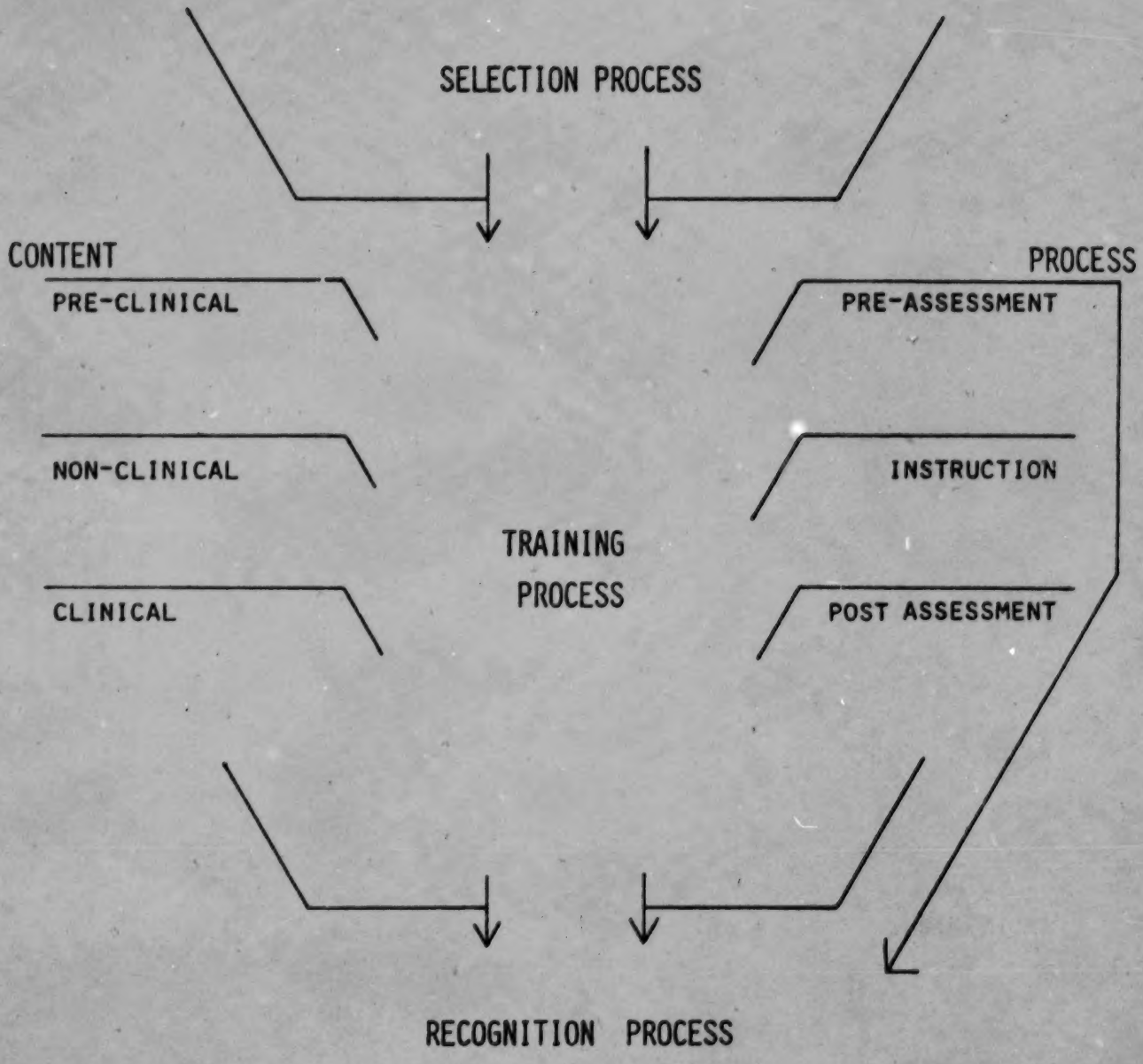

Figure 6
CONCEPTUAL MODEL FOR SBTE INSTRUCTIONAL DESIGN

The design has two dimensions:

1. A content dimension, in which the knowledge, skills and abilities to be addressed in the design are categorized as non-clinical, preclinical, or clinical.

   The *clinical* category includes those elements of training and performance demonstration which can best be accomplished while an individual is actually performing in a supervisory capacity--direct, hands-on, *clinical* experience in supervision.

   The *pre-clinical* category contains those knowledges, skills and abilities which should be *prerequisite* to actual clinical demonstration. Included within this category might be items such as *knowledge* of interaction analysis systems, conferencing skills demonstrated in *simulated* settings, and so forth.

   Non-clinical includes items that may be valuable and desirable for one in an instructional supervision role, but not necessary to the clinical performance of that role. For a *preservice* school based teacher educator, examples here might be knowledge of Senate Bill 8, or knowledge of the specific student teaching policies of a college or university with regards to length of time, grading policies, etc.

2. The *process* dimension incorporates the basic elements of modular instruction.

   ...*preassessment* based on the objectives of any given portion of training, allowing the individual an opportunity to "test out" of that unit.

   ...*instruction* to assist the individual in meeting objectives when he/she has not already demonstrated competence in preassessment.

   ...*postassessment* to measure the competence of the individual following instruction.

Development Activities

Once the Competency Identification Task Force had refined the list of SBTE competencies to twenty, two separate sets of sub-competencies

were commissioned. It soon became very apparent that to attempt to thorougly address all twenty competencies and related sub-competencies in the remaining year of the project would result in a rather spotty, incomplete and somewhat incoherent training program. To develop in the project a rather complete, self-contained system that would be useful to Teacher Centers across the state, the following decisions were made:

1. that the training program to be developed during 1976-77 concentrate on a set of "clinician" skills: interpersonal communications (including conferencing skills, and both verbal and non-verbal skills); planning with teachers for direct classroom observation; collecting data from direct classroom observation; analyzing data and making decisions.

2. that a unit of ideas and strategies for implementation be developed which would link all twenty competencies and sub-competencies with ideas and resources that the SBTE could use in developing those competencies through their work with teachers.

3. that a total of seven instructional modules be developed and pilot tested during 1976-77 so that a complete integrated training program is ready by June 30, 1977.

A description of these modules follows:

SBTE Instructional Module Descriptions

1. Exploring Clinical Practice:

   This unit provides an introduction to, and overview of, the SBTE instructional program. The primary emphasis is to provide the participant an opportunity to make a knowledgeable commitment to continue in the program, and to help the participant to identify clinical strengths and weaknesses through self-assessment.

2. Interpersonal Communications:

   Central to any supervisory role are skills in interpersonal communication. This unit emphasizes the development and demonstration of interpersonal skills (both verbal and nonverbal) in a one-to-one, supervisor-and-teacher, context.

3. Planning:

   Essential to the effectiveness of an instructional supervisor are the skills required to help teachers identify their own strengths and weaknesses and use the services and skills of the supervisor to develop strengths. This unit emphasizes joint supervisor-teacher goal setting and joint decisions on specific data to be collected by the supervisor through in-the-classroom observation.

4. Ideas and Resources for Implementation:

   Twenty competencies and a series of derived sub-competencies have been identifed as important for school based teacher educators. This unit provides ideas and published resources for SBTEs to use as they develop those competencies and sub-competencies in working with teachers.

5. Collecting Data in the Classroom:

   Many observational data collection schemes have been developed to sample various aspects of teacher-pupil interaction. This particular unit provides an overview of some of those available to the school based teacher educator, but will emphasize skills necessary to develop informal, specially-designed data collection instruments to meet needs identified in pre-observation joint planning sessions.

6. Analyzing Data and Making Data-Based Decisions:

   Once data have been collected they must be made meaningful, communicated, and assistance provided to the teacher in making plans for future personal professional growth. Identifying patterns in data, developing strategies for sharing that information with the teacher, and facilitating data-based decisioning are the focal points of this unit.

7. Reflection and Personal Professional Growth for the SBTE:

   The primary function of the school based teacher educator is to facilitate the personal professional growth of teachers. That personal professional growth process, however, is also vital for the SBTE as instructional supervisor. The primary purpose in this module is to lead the school based teacher educator toward continual self-examination and self-renewal in the supervisory role.

Modules 1, 2 and 4 are targeted for pilot testing and revision during the fall semester, 1976; 3, 5, 6 and 7 will be piloted and revised during the spring, 1977.

SBTE Instructional Module Specifications

Finally, the following specifications were composed to guide module developers.

Notes to Module Developers

Your target audience for these instructional modules are classroom teachers who are working with student teachers, or teachers assigned to work with new teachers. For the most part their supervisory efforts are done in a one-to-one context.

Their time is limited; their orientation pragmatic; their need for positive results great; therefore,

--written information should be short and succinct.

--recommendations should be practical.

--explicit illustrations should be provided of ways in which theory can be put into practice.

--select the most vital areas in your particular expertise and work to develop those, relying on your personal knowledge and research to identify those particulars. Keep in mind that all you know about your area of expertise cannot be included in a single instructional unit.

--emphasize the development of knowledge and skills, and the application of those knowledges and skills.

--be specific rather than general.

--include a set of criteria of success for self-assessment.

--include a variety of instructional approaches in your unit: e.g., vignettes, problem-solving, slide tape, small group interaction, transparencies for presentation by facilitator, suggestions for panels of teachers who rely on their personal experiences, work-text.

Instructional modules should include provisions for approximately six to eight hours of contact time between participants and a facilitator. Contact time activities should be spaced in approximately one and one-half to two hour blocks, to a maximum of six to eight hours per module. Contact time activities should be constructed so that delivery may be accomplished in three to four hour blocks.

Instructional modules should be developer-free, and include a separate facilitator manual which includes the following sections.

Objectives
Learning Activities
Designing the Context
Facilitator's Role and Responsibilities
Potential Problems to Guard Against

Modules should be original--not using previously published or commercially prepared materials. Writing style in instructional modules should be clear and in the vernacular with a minimum of pedagogese. Writing should be directed toward the participant as school based teacher educator rather than in the role of the teacher.

Format

Each module should include the following three components:

1. an *introduction* designed to stimulate the interest of the participant in that module, to establish set, and to provide a rationale for the module. The introduction should preferably include stimulating techniques such as slide-tape, audio-tape, cartoons, vignettes, etc. (Due to the cost and difficulties of compatible hardware, videotapes are discouraged). The introduction should also include:

   a. Objectives for the module clearly stated and specific in terms of anticipated learner outcomes.

   b. Prerequisities (if any) for the module identified and listed. Prerequisites should be held to a minimum so that each module and the total package will be self-contained.

   c. A clear description of the module, including learning options (if available), and time estimates associated with each learning activity.

2. *learning activities* which:

   a. emphasize a one-to-one, supervisor to teacher context.

   b. include the following elements for each skill or complex of skills:

      (1) the essence of the conceptual content set forth briefly in article format to establish set, communicate a knowledge base, and identify necessary skills.

      (2) opportunities for participants to develop and practice data-based decision making skills through simulation, role-playing, analytical exercises, group discussion, group tasks, or other active involvement techniques.

      (3) opportunities for participants to practice skills in real context.

   c. provide for participants to gather and evaluate feedback on skill demonstration in all skill-oriented learning activities.

   d. specify those activities to be accomplished during contact time, and those to be done independently by participants.

3. *post-assessment* for each objective, which when successfully completed gives the learner confidence that he has demonstrated competence related to the area of study. The developer has the option of organizing post-assessment activity-by-activity, and/or at the completion of the entire module.

SECTION V
CREDENTIALING SBTE

Credentialing as used in this project represents the various forms of recognition that might be accorded SBTE, including certificates, diplomas, endorsements on teaching certificates. The basic question being explored is whether credentialing the school based teacher educator would improve competence in that role.

To study this question, a series of related issues were posed and investigated. The Task Force on Recognition met on several occasions to consider these issues and to devise a reactionaire which tapped the perceptions of Texas educators to these issues. In the first part of this section each of the issues is considered. The second part summarizes a study of professional perceptions of 152 educators while part three presents the synthesis from the state conference. The complete report of these activities may be found in:

> Houston, W. R., et.al. Credentialing School Based Teacher Educators: Basis for Decisioning. SBTE Publication No. 8, SBTE Project, the University of Houston, Houston, Texas, 1976.

Finally a survey of credentialing nationally was made by contacting each of the state education agencies. The data from that study are summarized in the fourth part of this section. Greater detail is found in:

> Stell, E. A., et al. A National Survey of School Based Teacher Educator Credentialing Process. SBTE Publication No. 3, University of Houston, Houston, Texas, 1976.

Issues and Criteria

Several issues were posed by the Task Force on Recognition Systems. These summarized in the following paragraphs.

Need for Credentialing

The first issue concerns the purpose, need and type of credential that most appropriately reflected SBTE demands. The purpose for recognizing professional competence can be considered from two positions.

In the first position, licensure is considered a process of public protection: the license attests to the fact that the person has demonstrated a safe level of competence before entry into the profession and has not subsequently acted in such a way as to have the license revoked. Such a license is based on completion of formal education requirements and clinical practice under supervision. It is expected that, as conditions change, requirements for licensure also change, typically becoming more rigorous as the profession matures. In the second position, diplomas and certificates are means for recognizing the professional who has demonstrated competence beyond that expected of the practitioner. Areas of specialization, proficiency in a general or specialized role, or special accomplishments are recognized in such a process.

In determining whether or not there should be a general system for recognizing and/or credentialing SBTE, the Task Force employed five criteria.

Such a process:

1. Encourages continued improvement of professional education.
2. Provides a needed step in professional career ladders.
3. Does not conflict with nor overlap other recognized systems of credentialing/recognition.
4. Is recognized as an important professional achievement by an individual in education.
5. Represents a distinctive award.

After studying the criteria and polling professional colleagues, the Task Force believes *there should be a credentialing system for SBTE, and recommends that one be established.*

Responsibility for Credentialing

A second issue concerns the institution that awards the credential. In most licensing practices today, governmental agencies are charged with this responsibility. Teachers are certified by a state education

agency; technicians and craftsmen are licensed by local, county or state governments; while attorneys are licensed by the State but also have to be specifically recognized by the Supreme Court before they can practice before that Court.

In considering which institutions could most appropriately credential the SBTE, several options exist. Since other forms of teacher recognition are granted through the Texas Education Agency through issuance of certificates and endorsements, the TEA is a logical possibility. From a professional stance, one of the recognized professional organizations could assume this responsibility (such as the Texas State Teachers Association, Texas Association of Colleges for Teacher Education, Texas Association of Teacher Educators). A third possibility is that a network of Teacher Centers representing professional organizations, schools, and universities, could be charged with the responsibility. Such a network does not presently exist, except as informally established in the SBTE project. TEA has not formalized the state-mandated local Cooperative Teacher Education Centers as a network. Thus, while Teacher Centers have interacted informally with each other for several years, and while each is required to report directly to the state, a Network would have to be organized should this option be selected. Still another alternative could be the creation of a professional commission, such as exists in Oregon and California. Strong arguments can be marshalled for each of these alternatives.

With the SBTE, a related issue concerns whether *recognition should be local or statewide*. If local, each institution (Teacher Center, College or School District) would determine criteria for awarding recognition, and would make the award. Such recognition then is limited to the local area; no reciprocity is assumed. If statewide, a uniform set of criteria and standard procedures for their application is implied. Each local may apply the criteria and recommend persons for credentialing, but the locus of the award is with the state network or agency.

Two related questions were posed by the Task Force. The first was "What institution should be *responsible* for awarding recognition?" The criteria for making this decision are listed below.

The primary institution responsible for credentialing SBTE:

1. Perceives the responsibility as one of its important functions.
2. Provides for continuing administration of awards.
3. Is recognized by educators as an important educational agency.
4. Can provide for consistent application of criteria for credentialing.
5. Provides statewide jurisdiction.

The second question was "What institutions should be *involved* in the process?" Five criteria were specified for responses to this question.

Institutions involved in credentialing SBTE:

1. Provide for consistent administration across state.
2. Are logically linked to the institution primarily responsible.
3. Are concerned with training SBTE.
4. Can be integrated into an operational communication network.
5. Perceive the SBTE to be an important professional role.

Growing out of discussions on jurisdiction, the Task Force believes that *the system should be statewide regardless of the institution identified as responsible for administering the process.*

Two options. While a number of options are open, two appear to be viable--Texas Education Agency or a Teacher Center Network. With TEA the SBTE credentialing process would become part of a legally constituted, funded, existing system. The power and prestige of that system would be transferred to the new credential. The existing system-wide processes for considering whether or not a new credential is needed, procedures for awarding it, requirements for the credential, and its interface with other credentials or endorsements would all be examined through existing

mechanisms and channels. Advantages of this option are in TEA's existing prestige, a system of checks and balances, and recognized administrative procedures. These could also be considered disadvantages, as they might limit the options available as the SBTE role and credential requirements are developed.

The Teacher Center Network could provide a new organizational structure for the credential. With no established precedents, the Network is freer to test new ideas without upsetting established processes. At this time, the Network has no established funding base, no centralized organization, and little unified mission. The strengths of TEA are almost reciprocal to those of the fledgling Network, thus providing viable options to each other.

Permanent or Renewable Credentials

The Task Force considered four options: (1) a single credential which would be permanent, (2) a single credential, but renewed periodically, (3) two credentials--initial and advanced--with the advanced being permanent, and (4) two credentials--initial and advanced--with both renewed periodically. In determining which option to choose, five criteria were posed.

The selected credential option:

1. Fosters continued development of the individual in a specialized role.
2. Can be readily administered and monitored.
3. Includes criteria that can be effectively applied.
4. Reflects competence that remains stable over the life of the credentials.
5. Provides for new possibilities in professional career.

Basis for Credential

The standards for the credential are interrelated with the importance attached to the award and the nature of professional responsibilities it opens to the holder. For the teacher who has observers, tutors

or student teachers assigned to his/her room, the requirements could be less rigorous than for the full-time staff development specialist in a school district. Requirements for initial credentials may be far less comprehensive than for advanced credentials (assuming more than one level) including standards such as years experience as a teacher, degree, SBTE training completed, simulated performance as an SBTE, cognitive test, letters of recommendation, and performance as a teacher. For advanced credentials, experience as an SBTE could be added to the list. Criteria used in determining which standards to employ and the extensiveness to which each should be applied are listed below.

Standards for SBTE credentials:

1. Reflect quality of specialized professional competence.
2. Can be applied consistently and uniformly.
3. Are consistent with resources required and outcomes expected.
4. Are recognized by the educational community as being valid.
5. Are based on realistic assessments of resources required for implementation.
6. Are reasonable expectations for SBTE.

Procedures for Determining and Awarding Credential

The procedures for determining who is eligible and how the award is to be applied for and awarded are linked directly to questions and issues previously posed. If TEA were primarily responsible, this would be a moot question for the procedures are already in existence. With the Teacher Center Network, all procedures would have to be devised, tested, and accepted by the Network membership.

The basic procedures used in teacher certification today is program and institution approval. An institution and a particular program are approved by the state agency. That institution, in turn, prepares teachers through the approved program, and certifies to the state that a particular person has completed all requirements. The state subsequently issues an appropriate certificate to that person.

In alternative procedures, each person is tested individually and directly for the credential. This practice is followed in both law and medicine where the professional is required to pass a test independent of his training program. Processes used in such independent audits of competence include committee or administrative review, peer ratings, periodic monitored examinations at central locations, and evaluation by current credential holders. Five criteria were applied in responding to this issue.

Procedures used in the credentialing process:

1. Are fairly and consistently applied.
2. Are realistic when resources for their administration are considered.
3. Are known to all those concerned with the system.
4. Do not discriminate against groups or individuals on other than professional grounds.
5. Are readily and simply administered.

Forms of Recognition

Recognition of expertise has been granted in a number of ways. The most prevalent is the plaque or framed certificate. A college diploma or award for completing a special institute recognizes special competence. Their value is in the extent to which they are perceived as important or critical.

An endorsement on a teaching certificate is another form of recognition. Such endorsements stipulate that the professional is competent for special types of assignments such as teaching young children or administering a school. In selecting among the available options, three criteria should be:

1. Perceived by recipients as worthy of effort to attain.
2. Recognized in education as an important award.
3. Consistent with effort expended to attain it.

Perceptions of Professionals

To provide recommendations on the perceptions of professionals to the various alternatives, reactions were sought from teachers, administrators and university faculty in several sites in Texas. These were administered between February 1 and March 15, 1976 by members of the Task Force. The number of respondents and the organization to which they belonged are listed in Table 2.

A set of transparencies and an audio tape were used to describe the various options and to provide a background for participant responses. Each participant then reacted to an instrument which listed options for SBTE credentialing.

Decisions for two specific roles were elicited to provide specific focus for the potential range of SBTE roles: (1) supervisors of preservice student teachers, and (2) inservice school based teacher educators. For each of these roles, respondents were asked to consider each of the issues posed by the Task Force and to recommend from a list of alternatives those believed to be most desirable.

Table 2

NUMBER OF RESPONDENTS AND GROUP AFFILIATION FOR SURVEY OF PROFESSIONAL PERCEPTIONS OF SBTE CREDENTIAL

Group Affiliation*	Number of Respondents
Galena Park Teachers Association	38
Houston Teacher Center Council	27
Texas Commission on Teacher Education and Professional Standards, Texas State Teachers Association	12
Abilene Teacher Center	20
Waco Teacher Center	23
Tyler Teacher Center	32
TOTAL RESPONDENTS	152

*Instruments were administered in Galena Park by Robert Bartay and Robert Houston; in Houston by Robert Houston; at the TEPS state meeting by Anna Dewald and Robert Houston; in Abilene by Bill Bradshaw; in Waco by L.V. McNamee; and in Tyler by Dorothy Scott.

Conclusions

The following conclusions can be drawn from the survey of the perceptions of 152 educators in Texas.

1. There should be a credentialing system for SBTE.

2. Requirements should be the same for SBTE working in preservice education and those in inservice education.

3. The credential should be either an endorsement on a teaching certificate (most often favored) or a plaque or framed certificate.

4. Institutions recommended to be responsible for and/or involved in the process included local Teacher Centers, Texas Education Agency, school districts, and colleges and universities.

5. Credentials should be renewable, not permanent.

6. Criteria selected for initial credentialing included:

   a. performance as a teacher
   b. years experience as a teacher
   c. degree
   d. SBTE training

7. Criteria selected for advanced credentialing included the four listed in Conclusion 6 plus (e) SBTE experience.

8. The program approval process and committee or administrative review of evidence were recommended as procedures for determining eligibility and for awarding credentials.

State Conference Recommendations

An opportunity for persons from across the state to interact face-to-face on credentialing plans was afforded at the School Based Teacher Educator Conference in Corpus Christi on March 31-April 1, 1976. Twelve groups were formed at the conference to consider data and implications of various alternatives, and to design a plan they would consider feasible.

To provide a basis for discussion, background information and preliminary findings from the survey just described were presented. The Agenda included these presentations.

- *Recognition/Credentialing Processes.* Anna Dewald (description of various alternatives, introduction to the process, and identification of expected outcomes of session)
- *Credentialing SBTE in the United States.* Bill Bradshaw (discussion of a survey of SBTE certification nationwide, as included in SBTE publication No. 3)
- *Reactions of Texas Educators to SBTE Credentialing Process.* Carrol Creswell (a preliminary report on the study of reactions by Texas Educators)
- *Implications of Various Alternatives.* Panel: Dorothy Scott, moderator, Thomas Ryan, L.V. McNamee, Vivian Bowser, Robert Houston (consideration of the implications of various alternatives; description of current processes; analysis of impact on schools and colleges)
- *Simulation: Models Design for Credential.* Anna Dewald (Each of the twelve groups designing a credentialing plan. The form for their feedback is included as Appendix A.)

This process provided an opportunity for educators to interrelate the various alternatives and requirements and to specify a more unified systemic credentialing process. The plans recommended by each of the twelve groups are reported in SBTE Publication No. 8.

The following conclusions can be drawn from the twelve plans proposed in the Corpus Christi SBTE Conference.

1. No distinction should be made between inservice and preservice SBTE, or between part-time and full-time SBTE with respect to credentials.

2. Any credential should be renewable rather than permanent.

3. There was no consensus concerning involved institutions, type of credential, or requirements for the award.

To permit each Teacher Center to participate in the dialog, the following instrument was designed to reflect the various options specified in the Corpus Christi conference and to elicit their responses. The two page document, identified as Figure 7, was mailed to each Teacher Center on April 15, 1976 with the request that its Board consider and make recommendations on this credentialing system and, if possible, report the results of actions before the school year ended. While several centers were able to act on these prior to June 1, 1976, many were pressed to delay action until after September, 1976.

National Survey of SBTE Credentialing

The purpose of this study was to determine the extensiveness and form of credentialing employed by each state for those persons engaged in staff development. A survey instrument was designed and mailed in September, 1975 to the Director of Teacher Education and Certification at the State Department of Education in forty-nine states (Texas was excluded from this study) and the District of Columbia. The District of Columbia is considered as a fiftieth state in the anlysis of results. All questionaires were returned, thus the study was based on fifty responses.

Four questions were posed in the study.

1. Does your state have any formal credentialing system for supervising teachers?

Forty-four states reported no formal credentialing for supervisors of student teachers. One of those answered "Totally unnecessary," and Idaho responded "We are considering." Six states (Georgia, Louisiana, North Carolina, Rhode Island, West Virginia and Oregon) required more than a teaching certificate.

2. Does your state have any credentialing for those who do staff development?

When asked if their state had any credentialing for those who are staff developers, forty-seven of fifty states replied "no."

Credentialing/Recognition System
School Based Teacher Educators

Your Teacher Center is asked to consider and make recommendations concerning the credentialing of school based teacher educators. During the past few months a Task Force has explored a number of alternatives, and begun to draft a position paper. Reactions from over one hundred educators to various alternative procedures were elicited. In the Corpus Christi SBTE conference, eighty representatives of teacher centers listened to results of a national survey, the state survey, and issues related to various credentialing alternatives. Eleven groups then made proposals which have been summarized in Attachment #4.

You are asked to complete Attachment #4 based on your perception of feasible and effective procedures and requirements. The following descriptions should clarify information on Attachment #4.

Attachment #4, Box A. In Corpus Christi, participants generally agreed on two things: (a) that the credential should not be different for SBTE working in preservice education and inservice education; and (b) that any credential or recognition should be periodically renewed.

Box B. Two options were generally supported--one which paralleled current practices for awarding teaching certificates and endorsements with Texas Education Agency primarily involved, and the second which would involve the Teacher Center Network. You are asked to identify your preference for these two options, and may comment or make suggestions if you wish.

Box C. Includes requirements for an initial credential while Box D relates to advanced credentials. Please check the criteria you believe should be applied.

Figure 7

FORM FOR TEACHER CENTER
FEEDBACK ON CREDENTIALING SYSTEM

RECOGNITION SYSTEM FOR SBTE

50

PLEASE INDICATE THE CREDENTIALING SYSTEM FAVORED BY YOUR TEACHER CENTER. ATTACH NOTES OR COMMENTS IF YOU WISH.

Box A

There was general agreement in the Corpus Christi Conference that:

No distinction should be made between inservice and preservice SBTE; or between part- and full-time SBTE with respect to credentials.

Any credential should be renewable rather than permanent.

Box B

☐ OPTION ONE

Process similar to that currently used with Endorsements on teaching certificate. College develops a proposed program for SBTE training with Teacher Center approval and submits it to TEA. Upon TEA approval of program and its specific requirements, all graduates of program will receive endorsement.

- Initiating agencies: Colleges, Teacher Centers
- Responsible agency: TEA
- Procedures: Program approval
- Form of award: Endorsement on teaching certificate.

☐ OPTION TWO

Network of Teacher Centers in state formed to certificate SBTE. Statewide board formed for governance; requirements and procedures agreed to by member Teacher Centers. Each Teacher Center responsible for identifying those persons who meet statewide criteria and are eligible for SBTE award; and for making award to them.

- Responsible agency: Teacher Center Network
- Member agencies: Texas Teacher Centers
- Procedures: Individuals in compliance with statewide criteria awarded certificates by their Teacher Center.
- Form of award: Framed Certificate or plaque.

Box C

Requirements for Initial Certificate

___ Years teaching experience
___ 1 year
___ 3 years
___ 5 years

___ SBTE Training

___ Degree
___ Bachelor's
___ Master's

___ Performance as teacher

Box D

Requirements for Advanced Certificate

___ Years experience as SBTE
___ 1 year
___ 3 years
___ 5 years

___ Advanced SBTE Training

___ Degree
___ Bachelor's
___ Master's

One response emphasized that not only did they not have such a certificate, there is no need to complicate the process by simply requiring another certificate.

Alabama, Delaware, and Oregon have a credentialing system for staff developers. Alabama responded that the person who had responsibility for Staff Development is a Supervisor of Instruction. Delaware requires that they hold an Administrative certificate. Oregon certifies them as teachers with a "supervisor" endorsement.

3. Have there been any such programs in the past?

Forty-seven states responded no, but Indiana, Kentucky, and Oregon identified past certification efforts.

4. Are there any plans to implement such a credentialing program in the near future?

Forty-two states indicated there are no such plans. Arkansas indicated that such a prospect is being discussed. Idaho reported they were in the "thinking about" stage. One stated "We are not in favor of any system of this type." Georgia plans to initiate a credentialing program, probably by 1978. Currently, Georgia plans to develop a master's-specialist-doctorate graduate program in "supportive supervision for those who work with student teachers, beginning teachers, and staff development." One developmental project is being supported by the Georgia State Department in DeKalb County, Georgia. The California Council on Education of Teachers will feature discussion of such questions at its fall, 1975 conference.

Washington stated that under new competency-based standards there is provision for the development and delineation of competencies for staff development and supervising personnel. Some consortia (university, school districts, and profession) are beginning to identify such competencies.

West Virginia, in July, 1975, established a formal unit in the Division of Professional Development Systems to deal with "Continuing Education" on a coordinated state-wide basis. Plans for that unit will be made during the coming months.

Ohio has new standards that will be fully effective in 1980, prescribing that, "Cooperating teachers in the student teaching experience shall possess the appropriate standard certificate, and have a minimum of three years of classroom teaching experience including one year in the field for which the service is being provided."

Oklahoma is in the planning stage for seminars and/or inservice programs for cooperating teachers. They believe they will be "getting close" to a credentialing program after implementing some formal inservice experiences or college courses.

Summary and Conclusions

Little attention has been given to a credentialing system for personnel who are charged with preservice and inservice preparation of teachers. Two responses were consistent and emphatic in their denial of a need for SBTE training and credentialing. Only seventeen states responded affirmatively to any of the four questions in the survey, and these did not project any pattern or trend. Some states certify staff developers while others certify supervisors of student teachers. A few have had such credentials and a few others are currently studying the feasibility of such credentials. The majority, however, have not had such formal certificates nor are they planning such a process.

Except for the general disregard for the certification of SBTE, there are few discernable patterns. When credentialing has occurred, it has been on the basis of years of service and/or degrees. Only Georgia appears to be concerned with the competencies exhibited by the SBTE as a basis for certification.

SECTION VI
PROJECT EVALUATION

The primary thrust of project evaluation during the first year was to (a) make a study of the state of the scene in Teacher Centering in Texas in September, 1975 to establish baseline data prior to the beginning of this project; (b) complete a parallel survey in May, 1975 to document shifts in teacher centering and in the knowledge of school based teacher educators; and (c) assess the effectiveness of the state SBTE conference. These three project evaluations were conducted by Dr. Gene Hall and his associates at the R&D Center for Teacher Education as part of an independent audit of project activities. Summaries of their findings are reported in this section while the complete studies are available upon request.

Status of Teacher Centering--September, 1975

The primary objective of this study was to gather baseline data to determine the present state of teacher centering in Texas. These data can be used to determine the changes in teacher center operations during the coming two year period. This summary includes information about procedures used in the study, describes the sample that responded and notes some of the findings about teacher centers. These findings include a description of teacher centers, communications within and between them, and the current status of training supervising teachers. These data are drawn from:

Hall, G and Loucks, S. Teacher Centers in Texas: The State of the Scene. Publication No. 4, SBTE Project, University of Houston, Houston, Texas, 1975. 8 pages.

A complete and comprehensive report of that study is also available through the project.

Hall, G.E. et.al. Texas Teacher Center Activities and Networking With Special Attention To Activities For Training Supervising Teachers. R&D Center for Teacher Education, Austin, Texas, 1975, 67 pages.

Procedures

This survey of teacher centers involved two major efforts: (1) constructing a questionnaire that would gather the necessary information most effectively and with the least inconvenience for the respondents, and (2) selecting a sample that could knowledgeably respond from the various teacher centers throughout Texas. Both efforts were carried out in close cooperation with people currently active in teacher centers and others from the Texas Education Agency (TEA) whose responsibilities include teacher center activity.

The questionnaire was constructed to focus on several areas. Two of these areas were the organization and workings of the teacher center and the communication paths and media within and between teacher centers. In addition, a problem that appeared common to all teacher centers was chosen as the focus of part of the questionnaire: the training and credentialing of school based personnel who work with both preservice and inservice teachers (a large subset of this group being student teacher supervisors).

In order to select a representative sample to respond to the questionnaire, the sixty-four teacher center contact persons (designated by the Texas Education Agency according to criteria established in 1972) were each asked to nominate approximately ten individuals active in their centers who represented the various constituencies involved (school districts, college/universities, teacher organizations, service centers, etc.). Lists were received from two-thirds of this group (57%) and 512 questionnaires were mailed. The 294 people who returned their questionnaires cam from various parts of Texas and represented various educational roles:

14% teachers
27% school administrators
3% school district supervisors
18% college/university administrators
4% field-based college/university faculty
11% campus-based college/university faculty
9% teacher organization representatives
9% service center representatives
2% community

Respondents also ranged in how may years they had been involved in their teacher center:

7% less than a year
42% one to two years
36% three to four years
15% more than four years

An inquiry was made into the colleges/universities districts that did not respond initially to the request for lists as to the numbers of teachers they actually certified each year. It was discovered that, although 34% had not responded, this represented only 22% of the teachers certified in Texas. More about this is included later in the report.

The survey data was analyzed by determining percentages and frequency distributions on multiple choice questions and by analyzing the trends represented in the verbal information gathered.

Teacher Center Organization and Activity

One of the first difficulties we and the respondents encountered was a definition problem: "what is a teacher center?" and/or "which should I focus on?". Within Texas alone, there are formally three "kinds" of teacher centers: (1) those established to facilitate one school district/one college dealings with student teachers, known as "student teacher centers," as designated by Senate Bill 8, (2) those established to encourage more programmatic interaction between one or more colleges/school districts/teacher organizations/service centers/others, known as "local cooperative teacher education centers," designated at the same time as the '72 Standards, and (3) those few centers that have minimal funding and require broader membership and activities, known as TCIES centers. In addition, many other formal and informal operations are being called teacher centers that focus on a large variety of activities.

Most respondents were able to solve this problem for their situation. But, beacuse of lack of communication on our part or lack of familiarity with statewide usage of the term, some found it difficult to choose

which organization to focus on. In addition, one fourth of the respondents were actually involved in more than one teacher center; 5% were involved in four.

In terms of findings of the study, teacher centers are dealing primarily with three areas. The first is procedures and practices related to student teaching, such as utilization of Senate Bill 8 funds, assignment of student teachers and selection and inservice of cooperating teachers. The second area is undergraduate preparation programs, including review of college/university programs and suggestions for curriculum changes. The third area is more inservice-oriented staff development, including training in innovations such as team teaching and individualized instruction.

The individual(s) most frequently reported to set agendas and conduct meetings was either (1) a director, chairman or executive committee of the teacher center or (2) a person in a position of authority at the college/university, such as the dean, department chairman or director of student teaching. However, there were several unique arrangements reported:

> "Teacher Center Coordinator who is employed jointly by the local districts and the university"
>
> "Executive committee made of one member from each constituent"
>
> "Chairperson which rotates from year to year between professional organization representative and school district representative"

Teacher centers were seen to be at least fairly active, although meetings were often infrequent, as noted in responses to these questions:

> Do you consider your Teacher Center to be:
> 95% responding
>
> inactive 4% : 10% : 29% : 35% : 21% extremely active

How often are you in Teacher Center meetings?
(96% responding)

4% never	36% one or twice in the last year	35% about once every two months	25% once a month or more often

The college/university and school districts were ranked as most active constituencies in teacher centers, with the former ranked first by 74% of the respondents and the latter ranked first by 61%. Service centers and professional organizations vie for third and fourth rank, and community representation follows in degree of activity. However, each of these constituencies was seen as most active in individual cases.

Communication

Communication between teacher center members and others outside the teacher center is also of interest in this study. When asked about how many of the other teacher centers they had knowledge, the response was:

0%	all of them (55-64)	2%	many (11-15)
1%	all but a few (45-54)	13%	several (6-10)
0%	more than half (35-44)	30%	only a few (3-5)
1%	about half (25-34)	23%	a couple (1-2)
2%	less than half (16-24)	29%	none other than my own

Most of the respondents had knowledge of from none to five other teacher centers, with very few knowing about more than ten.

Contact between teacher centers appears to be infrequent. Only 38% of the sample reported contact with another teacher center and only 6% reported contact with as many as four others. Of the 121 teacher centers whose names were identified by respondents as those they had had contact with, the Dallas teacher center was listed 39 times and the Houston teacher center, 31 times.

When contacts are made with other teacher centers, they are usually once or twice a year and most frequently occur either at

professional conferences or through face-to-face interactions. Newsletters and correspondence do not appear to be used for teacher center communication at this time.

Contacts between teacher center members and other outside persons, agencies or institutions in relation to teacher center activities are also infrequent. Only 49% of the sample indicated any outside contact and, of these, 60% reported only one contact. Various professional associations, TEA, colleges and service centers were listed with no entry having a particularly high frequency. As before, these contacts are primarily once or twice a year in either professional conferences or face-to-face interactions.

Activity Concerning Supervising Teachers

Several issues of prime concern to teacher centers are the selection, training and credentialing of individuals who work in the schools with preservice teachers. A series of questions probed what teacher centers were doing in this area.

The large majority of teacher centers are involved in training supervising teachers each year. This was revealed in responses to two questions:

> In your Teacher Center, do the teachers who have student teachers receive special training before or concurrent with their having student teachers? (94% responding)
>
> 81% yes 19% no
>
> How often do supervising teachers receive inservice training related to their supervisory role? (84) responding)
>
> 13% never 1% once in five years 10% once every other year 76% every year

The nature of supervising teacher training varies widely in content and extent. Two kinds of responses appeared most often. The first kind describes inservice focused on the duties and

responsibilities of supervising teachers. These sessions are often short in duration:

> "1. Go over handbook for student teachers. 2. Review school district policies regarding student teachers. 3. Grading and reporting. 4. Meeting and working with university supervisory personnel. 5. How to supervise student teachers."
>
> "One inservice seminar is held each semester; the topics vary."

The other kind of inservice that was mentioned often was of much greater duration and substance often involving a semester's course (17 respondents mentioned a specific course):

> "They may register for a three hour graduate course -- The Supervision of Student Teaching -- or they may participate in the inservice without credit. The program features training in the various aspects of working with student teachers, i.e., lesson planning, conferencing, observation of teaching, feedback to students."

Another question probed was who conducts training sessions. Responses were:

159	university professors	49	service center personnel
125	school administrators	53	outside consultants
131	university student teacher supervisors	11	other (please specify)
63	other supervising teachers		(raw count of number of checks)

It appears that there are a lot of development plans and activity with regard to defined future training experiences for supervising teachers. This is illustrated by the responses to questions about lists of competencies and sets of training materials:

> Has your Teacher Center developed a list of competencies for supervising teachers? (83% responding)
>
28%	completed	48%	working on it	8%	going to start this year	21%	no plans to begin development

Does your Teacher Center have special materials for training supervising teachers? (76% responding)

34%	yes	24%	working on our own	12%	going to start working on our own this year	30%	no plans to begin development

A question about selection of supervising teachers brought varying responses. Of the 25% who responded in detail about how they wanted to change selection procedures, three categories of responses emerged:

1. Desire for more cooperative selection

   "College supervisors should have more input as they are on the scene from year to year and know the teachers' capabilities."

   "I would like to see a representative of the local teacher organization take a more important part in the selection process."

   "A selection procedure involving school district personnel, university personnel, service center personnel and teacher center personnel jointly."

2. Desire for more competent supervising teachers

   "We need a list of competencies in supervisor skills and then select only those who fill the requirements."

   "I would like to see the screening done by people who recognize good teaching procedures and strategies, teachers who are warm, accepting and who are not threatened by the exceptionally bright students."

3. Indicate general dissatisfaction, no specific recommendations

   "I think there should be a better way. We have not been able to improve it."

   "A more carefully planned program."

Overall Impressions

It has been possible in looking through nearly a hundred pages of printouts of responses and in reflecting upon the many phone calls received during the course of this survey, to arrive at some overall impressions of the current state of teacher centering in Texas. In many ways, our findings confirm many of the impressions of those who are knowledgeable about and involved in statewide teacher center efforts. However, it is hoped that this report will provide a common knowledge base from which to work towards realizing the great potential of teacher centering. The following is a summary of our impressions from the data:

1. There are as many organizational structures and operational procedures as there are teacher centers. There is literally no way to describe a typical Texas teacher center; instead, there are various configurations and combinations of local needs, resources and legislative requirements.

2. There is not extensive activity within all of the teacher centers surveyed. It appears that less than ten meet frequetnly and regularly and involve themselves in activities well beyond the basic requirements of facilitation of student teaching.

3. There is a *great deal* of underlying fermentation, a lot of intense interest in there being more activity in Texas teacher centers. Teacher centering is viewed as a meaningful, relevant and viable means for improving both the pre and inservice training of teachers, and a large number of our samples seem frustrated that they are unable to do more than they already are doing. This is especially true of the school-based and service center-based respondents.

4. There is also a great deal of interest in knowing what other teacher centers are doing and how they operate. However, communication channels are almost nonexistent. What communication exists is on an infrequent (once or twice a year) and primarily individual basis through conferences and meetings. In the search for information about other centers, these communication channels could be utilized in a more organized fashion to increase knowledge and intercenter activity.

5. One area of wide-spread activity is the training of supervising teachers. In many places, competencies are being specified and training materials developed. This is an area that may profit greatly by communication between teacher centers since many may indeed be involved in reinventing the same wheels.

6. A primary concern expressed by many in our sample is the lack of funds or effective ways of using the funds already available. This was not explored as much as it could have been, and in the next survey, it will be given more emphasis. It is our impression that many centers, particularly those connected with smaller colleges and school districts, are overburdened and underfunded, often with very limited person power. Although some manage to overcome these problems to a limited extent, they are still not always able to do more than the basics.

7. There is a definite and large number of concerned and committed educators in schools, professional associations, the community, service centers, colleges and universities, Texas Education Agency and the legislature that want to see more happening in our teacher centers.

The data gathered in this survey clearly indicate that there is a critical mass of people and ideas spread across the teacher centers throughout Texas. There appear to be very constricted resources and almost nonexistent communication between centers. If it is possible to capture, organize and interface the energies and commitments that are there, Texas teacher centering in its many forms has the potential to take another large step forward.

Teacher Centering--May, 1976

This study was parallel to the one just reported, probing for shifts in teacher center activities and in knowledge of the school based teacher educator and of this project. As might be expected, the September, 1975 survey found no knowledge of this project, and almost no knowledge of the SBTE term as such.

The report seeks to provide (1) more in-depth and updated information about teacher center operations and activities, indicating any changes that have taken place since the previous survey, and (2) an indication of the extent to which individuals and teacher centers have become knowledgeable about and involved in the activities of the SBTE project. These data will provide information for decision-making by SBTE project staff and indicate to what extent the objectives of involving teacher centers in an SBTE network are being met. Four major questions were asked and are discussed herein:

1. What are the on-going activities and operations of Texas teacher centers which may have an effect on the SBTE project's objectives?

2. What is the extent of dissemination and diffusion of SBTE concepts and products?

3. What is the rate of dissemination and diffusion of SBTE concepts and products?

4. What is the state of networking among Texas teacher centers, especially with respect to the SBTE innovations?

Selected responses to these questions are included in the following findings.

Survey Sample

Questionnaires were sent to the same 513 individuals who were sent the previous questionnaire. Names of these individuals had been solicited from individuals on the official TEA list of teacher center contact people. Of the 513 questionnaires mailed for the Spring 1976 study, 211 (41%) were returned. One hundred fifty-eight of these 121 (75%) had returned questionnaires previously.

What are some of the key projected plans of your teacher center for the next year?

Of the 113 responses to this question, 100 noted substantive matters that the teacher center would be dealing with (other responses indicated "not completed yet," "none as yet that I am aware of,"

"we've not met in a year and a half," "thanks for the gum"). Fifty-three individuals noted training or inservice for supervising teachers, and six made direct reference to involvement in the SBTE program. Other often-mentioned plans include staff development for teachers in general, development of student teacher handbooks, developing CBTE programs.

Many individuals' responses indicated that their teacher centers plan extensively, with much and diverse activity occurring. For example:

> Analysis of teacher competencies list from another Teacher Center; production of new ST handbook; outline and possible writing of junior level field experiences handbook; examination of ST evaluation programs; continued inservice programming for member districts; continuation and expansion of newsletter; possible discrimination of teacher training package in bilingual ed. (results of Center sponsored federal project); emphasis on greater teacher input into planning; buy a new file cabinet.

> A. Implement inservice education options identified by TASK FORCE--course offering, workshops, training modules, resource center, and speakers bureau.
>
> B. Continue to address the top ten most significant areas of concern as identified by the combined sub-publics of 1974-1975 needs assessment.
>
> C. Develop goals that increase the collaborative participation of the respective Teacher Center members.

> 1) Further development of competencies for preservice and inservice teachers; 2) Research into the acquisition of specific teaching competencies and their relationship to learner achievement and attitude; 3) Development of a program of school based supervision which utilizes in-house supervisors--public school administrators or master cooperating teachers who would supervise 4-6 student teachers in a specific school. They would handle major supervisory duties under the training and guidance of university advisors. They would be trained through the teacher center.

Other individuals indicated lack of activity and/or planning on the part of their teacher center:

> We have no projected plans. We may meet -- or we may not. If we do it will be to say that we have met. Attendance will be poor so...
>
> Maybe to organize and get started, but no one seems to be in charge.
>
> Absolutely none.

Extent of Project Dissemination

Awareness and Knowledge of the SBTE Project

Have you ever heard of SBTE? (96% responding)

50% yes	50% no
(101 individuals)	(101 individuals)

Answers to this same question asked in September 1975, indicated:

6% yes	94% no
(16 individuals)	(252 individuals)

SBTE has diffused significantly as an acronym in the intervening eight months.

If you have, what does SBTE mean? (44% responding)

There were 93 responses to this question. Of these, 74 said either "School Based Teacher Educator" or "School Based Teacher Education." Thus, 35% of the sample actually know what SBTE means, or at least stands for. Three individuals asked to be told what it stood for.

If you have (heard of SBTE), where did you first hear of it? (38% responding)

There were 80 responses to this question. Thirty-four individuals responded that they had first heard of SBTE at their teacher center meetings. Four had heard of it at the Corpus Christi meeting and one from the TEPS (Austin) meeting. Nine indicated that they were actively working with SBTE (e.g., Task Force member, survey respondent). Three learned (?) of it from the last questionnaire.

If you have (heard of SBTE), when did you first hear of SBTE? (33% responding)

There were 70 responses to this question, ranging from "1972 or 1973" through April 1976.

Has SBTE been discussed at any of your teacher center meetings? (75% responding)

51% yes	49% no
(81 individuals)	(78 individuals)

When this question was analyzed by teacher center, it was found that SBTE had been discussed at 31 of the 60 teacher centers responding to the questionnaire. These teacher centers were then compared to the list of centers in the SBTE network (Houston et al., 1975); 57% of the network teacher centers had discussed SBTE.

Do you know of any recognition or credentialing systems for supervising teachers? (95% responding)

11% yes	89% no

When asked who, where and how, eight individuals mentioned SBTE or the U. of H. Other systems mentioned were California, Pennsylvania, Louisiana, Oregon, and universities including the University of Southern Florida, Sul Ross, Western Washington, Texas Tech and Pan American University.

During this school year, what other teacher centers in Texas have you personally had contact with? (60% responding)

Thirty-three percent of the sample mentioned one teacher center, 17 percent mentioned two, eight percent mentioned three, and two percent mentioned four.

Fifty-eight different teacher centers were noted. Fifty-one of these were listed by one to three individuals. Twenty individuals listed the U. of H. teacher center. Twelve listed the Dallas teacher center. Other centers had no more than six listings each.

This question was responded to by a larger percent of the sample for the present questionnaire (60%) than had responded on the last questionnaire (38%). That represents approximately 127 individuals for this questionnaire and 112 for the previous questionnaire. There is a numerical decrease in the contacts with the U. of H. teacher center over time (31 then, 20 now).

Do you know of any networks of teacher centers either in Texas or nationally? (90% responding)

14% yes 86% no

When asked to describe any networks they knew of, 28 individuals responded. Thirteen listed the SBTE project/U. of H. teacher center. Some, however, were somewhat uncertain of its networking characteristic (e.g., "No -- although the SBTE project seems to be moving in that direction"). There was also some confusion about the term itself ("Not sure what you mean by network").

Would you favor an active network of Texas teacher centers?

		yes	no
(60% responding)	formal network	56%	44%
(64% responding)	informal network	90%	10%

Responses indicate that there is interest in networking, with most favoring an informal network.

Summary

Evaluation Question 1: What are the on-going activities and operations of Texas teacher centers that may have an effect on the SBTE project's objectives?

As expected, and as seen in the Fall 1975 survey data, there is much sophisticated and energetic activity in some teacher centers and little, if any, in others. Those active centers have detailed, ambitious plans, many of which include improved training of supervising teachers within or outside of the SBTE context.

A large number of individuals within teacher centers see TEA as a key source of information. This may be due in part to the well attended regional conferences held by TEA this year.

Teacher center financing is an area about which there is much confusion, indecisiveness, and lack of knowledge. Most individuals do not know how or if their center is funded and how the money is spent. In less than one third of the centers represented did individuals know with any certainty the source of funding and how the funds were used. In a few cases, there were incorrect interpretations of legal uses and restrictions on Senate Bill 8 funds.

Evaluation Questions 2 and 3: What are the extent and rate of dissemination and diffusion of SBTE concepts and products?

SBTE is being diffused successfully around Texas. In eight months, the acronym SBTE has reached at least the awareness level in 50% of the respondents, as opposed to 6% in September 1975. Thirty-five percent of the respondents were able to provide the correct name to go with the initials, as opposed to four individuals in the previous survey.

Most respondents first heard of SBTE at their teacher center meetings. Apparently the word is being brought back, if not completely, then at least significantly.

Approximately one-third of the respondents are aware of the SBTE competency list. Ten percent indicate that they actually have a copy in hand. Not only is the SBTE acronym becoming known, but also the actual innovation of the competency list.

Evaluation Question 4: What is the state of networking among Texas teacher centers, especially with respect to the SBTE innovations?

Over half of the respondents had contacts with at least one other teacher center during the year. It appears that during this year more people had contact with other teacher centers, and that more teacher

centers were contacted, than was reported last September. On the other hand, however, it appears that half of the respondents did not have any contact with other teacher centers. Of those that did, contact was limited to once or twice a year and was usually face-to-face or at a conference, which are probably one and the same.

Even limited knowledge of other teacher centers is not widespread, with only 9% of the respondents knowing about more than ten other teacher centers and one-fifth knowing of no others. Overall, there appears to be very limited communication along teacher center lines; however, there appear to be some early indications that the SBTE project is catalyzing more communication.

The most highly attended meetings across teacher centers were the TEA regional conferences which one-fourth of the respondents attended. It appears that the combination of proximity and TEA worked well. However, 43% of the respondents did not attend any teacher center-related meeting this last year, and there were a lot of meetings.

Only 14% of the respondents were aware of any networking activity. Of these, a few were aware of the SBTE project, but not all were clear on its network building role.

SBTE State Conference

A conference was held in Corpus Christi, Texas on March 31-April 1, 1976 with over 80 representatives from the teacher centers in the network attending. The two day Agenda for the conference is found on the following pages, marked Figure 8.

At the conclusion of the conference, Dr. Gene Hall asked participants five questions. The following paragraphs are Dr. Hall's summary of participant responses. His complete report, including verbatim comments of participants, may be secured.

Hall, G.E. Participant Evaluation of SBTE Conference. SBTE Project, University of Houston, Houston, Texas, 1976. 16 pages.

Question 1: What are your present feelings about the SBTE Project?

Only four to six of the 64 comments were less than enthusiastic. By far the most frequent comments were highly positive: "worthwhile," "great potential," "much needed."

The responses were very positive with the frame of reference being the state and leadership in teacher education across the state. They are excited about the promise of the project and, at the same time, see a long way to go and are sensitive to the fact that to accomplish the task means that all of the constituencies have to pull together. There is a feeling of a good start, but a long way to go to really make it work (across the state).

Question 2: What are the strengths and weaknesses of this conference?

Seventeen our of 64 respondents (27%) mentioned no weaknesses. The strengths far outweighed the weaknesses in both quantity and intensity. There was unanimity that the conference was well-planned and prepared for; also that there was wide representation (across the state and across the constituencies); the participants were knowledgeable and involved.

AGENDA

SCHOOL BASED TEACHER EDUCATOR CONFERENCE

MARCH 31 - APRIL 1, 1976

RAMADA INN

CORPUS CHRISTI, TEXAS

MARCH 31

10:00 - 11:30	State Advisory Board Meeting	
10:00 - 1:00	Registration	
1:00 - 5:30	FIRST GENERAL SESSION	
	• The School Based Teacher Educator; Past and Promise	W. Robert Houston
	• Task Force Overview	
	Recognition/Credentialing	Anna Dewald
	Training Specifications	Robert Anderson
	Competency Identification	Joseph Pitts
	• Specifying Competencies for SBTE	Joseph Pitts/ James Cooper
	Processes for Identifying Competencies	
	Results of State Survey	
	Description of Group Activities	
	Group Activities	
7:00	DINNER	
	SECOND GENERAL SESSION	
	• The Future of Teacher Education "Teacher Education: Current and Future Trends"	Kevin Ryan, Associate Dean, Ohio State Univ. and Editor NSSE Yearbook on Teacher Education

Figure 8

SBTE STATE CONFERENCE AGENDA

Supported by *the Fund for the Improvement of Postsecondary Education*
466 Farish Hall, University of Houston, Houston, Texas 77004

APRIL 1, 1976

8:30 - 11:30	THIRD GENERAL SESSION	
	• Specifications for Training System	Robert Anderson/ Allen Warner
	• Recognition/Credentialing Processes	Anna Dewald
	Credentialing SBTE in the United States	Bill Bradshaw
	Reactions of Texas Educators to SBTE Credentialing Process	Carrol Creswell
	Implications of Various Alternatives	Dorothy Scott, Moderator Thomas Ryan L.V. McNamee Vivian Bowser W. Robert Houston
	Simulation: Models Design for Credential	Anna Dewald
	Rationales and Implications of Various Plans	Anna Dewald
11:30 - 12:00	FOURTH GENERAL SESSION	
	• Teacher Center Meetings this Spring	
	• SBTE Plans for Next Year	
	• Adjourn	

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466 Farish Hall, University of Houston, Houston, Texas 77004

Weaknesses focused first on the facility being cramped and there not being sufficient large-group interaction and verbal feedback. There was also widespread reporting that there was not sufficient time to deal with such important issues. Several would like to have seen more teachers present.

Question 3: In reaching our goals, what problems do you see?

All 64 respondents listed issues. Without exception, all of the responses were proactive. That is the suggestions were based on the implicit assumption that the project should move ahead and there are things that need to be attended to. The responses dealt with many specific suggestions, but they can be clustered around several ideas. The main theme is the problem of developing and maintaining system ownership (self-interests of different groups, communication across the state, reaching everyone with information). The second area was the need for funding. In many of the responses, the IHE was suggested as a major bottleneck either by not being willing to share responsibility, or having the resources (personnel) to do the job. On the other hand, to many it looks like there is a risk of this being seen as another IHE ballgame.

Question 4: What are your suggestions for next steps?

The number of individual responses declined on this item. The consensus is to go ahead with the plans as outlined by Bob Houston. There were additional suggestions again relating to developing and maintaining system ownership; developing greater involvement, having involved TC work with those near them that are not, having more meetings, keeping all informed, and one particularly important suggestions of having a conference of TSTA and TACTE, were suggested.

Question 5: Any other ideas, suggestions, concerns?

Here again, the responses were positive, enthusiastic and dedicated. Specific suggestions have to do more with system ownership development again, including getting more formal decision makers (e.g. deans and superintendents) involved and involving student teachers.

SECTION VII
PROJECT PUBLICATIONS

The following publications may be secured so long as the supply lasts by writing: Houston Teacher Center, 466 Farish Hall, University of Houston, Houston, Texas 77004.

No. 1. Houston, W.R. et al., Project Description and Organization, 1975, 12 pages.

The need for SBTE, and project activities and organization with names of educators involved in the program is presented in this initial publication of the SBTE project.

No. 2. Johnston, J. et al., School Based Teacher Educators: Rationale, Role Description and Research, January, 1976, 33 pages.

Various roles within the concept of SBTE are described and examined through an extensive review of published research and opinion. 33 pages.

No. 3. Stell, E.A. et al., National Survey of School Based Teacher Educator Credentialing Process, January, 1976, 6 pages.

Directors of certification in forty-nine states and the Discrict of Columbia were surveyed relative to credentialing of SBTE in their states. 6 pages.

No. 4. Hall, G.E. and Loucks, S. Teacher Centers in Texas: The State of the Scene, November, 1975, 8 pages.

Current status of teacher centering in Texas is reported in this study conducted in September, 1975. Three hundred teachers, school administrators, and university faculty members responded to a questionnaire concerning extent of Teacher Center activities.

No. 5. Warner, A.R. et al., Clinical Experiences and Clinical Practice in Professional Education, February, 1976, 99 pages.

Clinical experience and clinical practice in nursing, business administration, allied health, and clinical psychology is explored in a series of four papers included in this monograph. A fifth paper explores additional professions and draws implications for SBTE. 103 pages.

No. 6. Stell, E.A. et al., A Task Analysis of Staff Development Personnel in Selected Public School Districts, March, 1976 23 pages.

Nineteen practicing School Based Teacher Educators in the Houston area were interviewed to provide data for deriving SBTE competencies through task analysis.

No. 7. Cooper, J.M. et al., Specifying Competencies for School Based Teacher Educators Through Task, Conceptual, and Perceptual Analyses, July, 1976.

The process used in identifying SBTE competencies is described, including the analyses of members of the national panel of experts and the results of the state survey of perceptions are reported in this monograph.

No. 8. Houston, W.R. et al., Credentialing School Based Teacher Educators: Basis for Decisioning, August, 1976.

This publication discusses the issues involved in SBTE credentialing and the criteria for decisioning; reports results of study of perceptions of Texas educators; and outlines plans recommended by twelve panels.

No. 9. Houston, W.R. et al, School Based Teacher Educator Project: Report of First Year Activity 1975-1976, June, 1976.

Activities and outcomes of the first year of the SBTE project are summarized in this document.

Unpublished Project Documents

A number of other documents, position papers, and studies have been written during the year that have not been published. These are listed below.

1. School Based Teacher Educator Project. August, 1975. 6 pages

   This brochure briefly describes project goals, activities and personnel.

2. School Based Teacher Educator Project, October 15, 1975

   Transparencies, audio tape, script, and handouts. This media package was desigend to describe the SBTE project for Teacher Center Boards who were considering joining the network.

3. SBTE Competency Statements, November, 1975, 9 pages.

   To elicit feedback on the adequacy of the Project's initial list of competency statements, this instrument was constructed to sample the opinions of fifty-two nationally prominent teacher educators.

4. Hall, G.E. and Loucks, S. Notes on Evaluation Process and Plans. February 17, 1976, 6 pages.

   Discussion of the relationship of evaluation to development leads to an outline of project evaluation plans.

5. Houston, W.R. et al., Decisioning Process and Criteria for Recognizing School Based Teacher Educators, February 7, 1976, revised February 20, 1976 and April 6, 1976, 10 pages.

   This series of documents were working drafts for the position paper on issues and criteria finally published as SBTE document No. 8.

6. Recognition of School Based Teacher Educators, February 20, 1976. 6 pages.

   This instrument was used to elicit perception of various alternatives in credentialing school based teacher educators.

7. Credentialing SBTE, February, 1976.

   Transparencies, audio-tape, script, and participant reactionaires. This media package was designed for those Teacher Centers reflecting on and reacting to various credentialing alternatives. It provided a basis for decisioning that was consistent across Centers.

8. Competency Statements for Preservice and Inservice School Based Teacher Educators, March, 1976, 4 pages.

   Teacher educators throughout Texas responded to this instrument, rating the relative importance of each of twenty-one competencies and identifying the most important for both preservice and inservice school based teacher educators.

9. Hansen, J. Sub-competencies for Twenty-Three School Based Teacher Educator Competencies, March, 1976. 24 pages.

   Prepared at Florida State University, this was an early effort to derive sub-competencies on which to base training in knowlege and skill areas.

10. Decisioning Process and Criteria for Recognizing School Based Teacher Educators, March, 1976, 6 pages.

    This instrument was developed to guide group-work at the SBTE Statewide Conference on March 31 and April 1 regarding the credentialing of school based teacher educators.

11. Training Specifications Task Force Discussion Paper, March, 1976, 4 pages.

    This working document considers the relation between the nature of the learner and the product of training activities.

12. Ryan, K. The School Based Teacher Educator: Yes, But..., April, 1976, 22 pages.

    In a speech delivered to the state SBTE conference, he considers assumptions and direction of the SBTE movement.

13. Hall, G.E. Participant Evaluation of SBTE Conference, April 9, 1976, 16 pages.

    This report includes a summary of the evaluation questions completed by participants in the SBTE state conference, March 31-April 1, 1976 (reproduced in Section VI above) and a complete listing of participant comments on that conference.

14. School Based Teacher Educator Project, April 15, 1976. 6 pages.

    This memorandum was mailed to Teacher Center directors asking their boards to consider competencies and credentialing and to make decisions related to them.

15. Warner, A. et al., Rethinking the Clinical Concept in Teacher Education, May 20, 1976. 11 pages.

    This paper considers the implications of clinical practice and clinical experience for teacher education.

16. Hall, G.E. and Loucks, S. Texas Teacher Center Activities and Networking with Special Attention to School Based Teacher Educator (SBTE) Activities, Summer, 1976, 52 pages plus 62 page appendix.

    This document, part of the Project's external evaluation, studies the impact of the Project on a statewide basis with reference to Project goals.

17. Harris, B. A Schematic View Illustrating Possible Relationships between Teaching Behaviors to be Facilitated and Facilitating Behaviors to be Employed. May, 1976. 24 pages.

    Developed at the University of Texas, this document suggests additional sub-competencies for a more refined list of twenty competencies. Suggested as well is a conceptual model for analyzing facilitative and product behavior relationships.

18. Calendar of Project Activities, 1975-1976, June 30, 1976. 5 pages.

    Lists the dates and participants of project activities during the first year.

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APPENDIX A

RECOGNITION SYSTEM FOR SBTE

9:00 - 11:30 a.m.

April 1, 1976

The purpose of this session is to conceptualize and design model credentialing or recognition systems for school based teacher educators.

- To provide background for group decisioning, several presentations will be made: Survey of certification of student teacher supervisors in the United States; report on perceptions of two groups concerning SBTE credentialing; and a panel discussion of issues and related data.
- Attached is a set of questions related to credentialing, some alternative responses, and some criteria to aid in decisioning.
- A copy of Report No. 3 on the national survey is included in your packet of materials.

Each group in the conference is asked to consider various alternatives and to recommend a model credentialing program. In this task, assume that you have complete authority to institute a system; but that you must consider the various issues and viewpoints related to SBTE credentialing.

- Describe your system on the sheets provided. Note that there are two possibilities: one for those SBTE working in preservice teacher education and one for inservice teacher education.
- When finished, give the Task Force a copy of your plan.

- The Task Force plans to draw from your recommendations one to three models and to submit these to Teacher Centers for study and recommendations.
- During the summer, 1976 a single plan will be adopted and more specific details for its implementations suggested.
- These will be considered at a fall SBTE conference, and revised again.

RECOGNITION/CREDENTIALING SYSTEM

FOR SCHOOL BASED TEACHER EDUCATORS

Please describe on this page the System your group recommends for SBTE working in INSERVICE Education.

1. Responsible Institution _____

2. Involved Institutions _____

3. Permanent or Renewable? _____

   One or more levels? _____

4. Basis for awarding credential (initial).

5. Basis for awarding credential (advanced).

6. Procedures used in determining and making award.

7. Form for award.

8. Please make any notes on this page related to Inservice credentials, procedures, ideas, etc., that would more fully describe your group's discussions and recommendations. 84

This credentialing model was designed by the following group:

_____

_____

RECOGNITION/CREDENTIALING SYSTEM

FOR SCHOOL BASED TEACHER EDUCATORS

Please describe on this page the System your group recommends for SBTE working in PRESERVICE Education.

1. Responsible Institution _____

2. Involved Institutions _____

3. Permanent or Renewable? _____

   One or more levels? _____

4. Basis for awarding credential (initial).

5. Basis for awarding credential (advanced).

6. Procedures used in determining and making award.

7. Form for award.

8. Please make any notes on this page related to Preservice credentials, procedures, ideas, etc., that would more fully describe your group's discussions and recommendations. 86

This credentialing model was designed by the following group:

_____

_____

OPTIONS AND CRITERIA FOR RECOGNIZING SCHOOL BASED TEACHER EDUCATORS

SHOULD THERE BE A GENERAL SYSTEM FOR RECOGNIZING AND/OR CREDENTIALING SBTE?

OPTIONS FOR DECISION	CRITERIA FOR DECISION
a. Yes	a. Encourages continued improvement of professional education.
b. Yes, but first test out a temporary system.	b. Provides a needed step in professional career ladder.
c. No	c. Does not conflict with nor overlap other recognized systems of credentialing/ recognition.
	d. Recognized as an important professional achievement by an individual in education.
	e. Distinctive award.

The Task Force believes there should be a recognition system, and recommends that one be established for the SBTE.

1. WHAT INSTITUTION SHOULD BE RESPONSIBLE FOR AWARDING SUCH RECOGNITION?

OPTIONS FOR DECISION	CRITERIA FOR DECISION
a. Texas Education Agency	a. Perceived by the institution as important award and function.
b. Informal Statewide Teacher Center Network.	b. Will provide for continuing administration of awards.
c. Each Local Teacher Center.	c. Institution is recognized as an important educational agency.
d. Professional Associations: T) TSTA, 2) AACTE, 3) TATE, 4) Other.	d. Purpose and use to be made of award.
e. Each Local School District	e. Institution can provide for consistent application of criteria for award.
f. Each College or University.	f. Jurisdiction of institution.
g. Other _____	g. _____

The Task Force recommends that the system be statewide regardless of the institution identified as being responsible for administering the process.

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2. WHAT INSTITUTIONS SHOULD BE INVOLVED IN THE PROCESS?

OPTIONS FOR DECISION	CRITERIA FOR DECISION
a. Texas Education Agency	a. Provides for consistent administration across state.
b. Informal Statewide Teacher Center Network. c. Each Local Teacher Center.	b. Those involved in process are logically linked to the institution responsible.
d. Professional Associations: 1) TSTA, 2) AACTE, 3) TATE, 4) Other e. Each Local School District.	c. Reliable communication network available. d. _____
f. Each College or University. g. Other_____	

3. SHOULD RECOGNITION BE PERMANENT OR RENEWABLE PERIODICALLY?

OPTIONS FOR DECISION	CRITERIA FOR DECISION
a. One level; permanent b. One level; renewed periodically. c. Two levels--beginning and advanced; advanced is permanent. d. Two levels--beginning and advanced; both renewed periodically.	a. Does it foster professionalism? b. System can be readily administered and monitored. c. Criteria to be applied for various options. d. Durability over time. e. _____

4. PRESUMING TWO LEVELS FOR RECOGNITION, ON WHAT BASIS SHOULD INITIAL RECOGNITION OF STUDENT TEACHING SUPERVISOR BE AWARDED?

89

OPTIONS FOR DECISION	CRITERIA FOR DECISION
a. Years experience as teacher.	a. Reflects quality of professional competence.
b. Degree.	b. Can be applied consistently.
c. SBTE Training Completed.	c. Choice consistent with resources and outcomes expected.
d. Simulated performance as SBTE.	d. Recognized by profession as valid.
e. Cognitive Test.	e. Availability of resources.
f. Letters of recommendation.	f. Reasonable expectations for entrance to SBTE.
g. Performance as teacher.	
h. Other_____	

The Task Force believes that the SBTE requires special preparation and skills, and that an initial credential should be required to practice.

4B. TO WHAT EXTENT WOULD YOU REQUIRE EACH OPTION SELECTED ABOVE?

5. ON WHAT BASIS SHOULD ADVANCED RECOGNITION BE AWARDED?

90

OPTIONS FOR DECISION	CRITERIA FOR DECISION
a. Years experience as teacher	a. Reflects quality of professional competence.
b. Degree	b. Can be applied consistently.
c. SBTE Training Completed.	c. Choice consistent with resources and outcomes expected.
d. Experience as SBTE.	d. Recognized by profession as valid.
e. Simulated performance.	e. Availability of resources.
f. Cognitive Test.	f. Reasonable expectations for entrance to SBTE.
g. Letters of recommendation	
h. Performance as teacher.	
i. Other_____	

5B. TO WHAT EXTENT WOULD YOU REQUIRE EACH OPTION SELECTED ABOVE?

6. WHAT PROCEDURES SHOULD BE USED IN DETERMINING AND AWARDING RECOGNITION?

91

OPTIONS FOR DECISION	CRITERIA FOR DECISION
a. Program Approval. b. Committee or administrative review c. Peer ratings. d. Examination Center. e. Assessment by current SBTE holders. f. Other_____	a. Procedures can be fairly and consistently applied. b. Effort consistent with resources (cost effective). c. Recognized and public system. d. Does not discriminate against groups or individual on other than professional grounds. e. Can be readily administered. f. _____ _____

7. IN WHAT FORM SHOULD RECOGNITION AND/OR CREDENTIALING BE PROVIDED?

OPTIONS FOR DECISION	CRITERIA FOR DECISION
a. Plaque or framed certificate. b. Endorsement on teaching certificate. c. Title or degree d. Other_____	a. Perceived by recipients as worthy of effort to attain. b. Recognized in education as important award. c. In concert with effort expended. d. _____ _____

END